

A blue-tinted photograph of a classroom. In the foreground, the backs of several students' heads and shoulders are visible as they sit in rows of chairs. Many of these students have their right hands raised high in the air. In the background, a teacher stands at a podium, also with their hand raised. The room has large windows with blinds, and the overall atmosphere is one of active participation in a lesson.

Professional Learning Catalog

Clay County
District Schools

Contents

- I. Professional Learning Catalog Overview 2**
 - A. Overview of Professional Learning Catalog..... 6
 - B. Middle Grades Instructional Personnel and School Administrator Training..... 8
 - C. Integrated Digital Instruction and Competency-based Instruction..... 8
 - D. Classroom Management..... 9
 - E. Extended Learning Opportunities.....9
 - F. Instructional Leadership.....10
- II. Professional Learning Catalog Requirements..... 11**
 - Professional Learning Catalog Requirements..... 11
 - 1. Principles of Individual Freedom..... 11
 - 2. Professional Learning Criteria.....11
 - 3. Instructional Personnel and Instructional Strategies.....12
 - 4. Third Party Entity Contracting Criteria.....12
- Components.....14**
 - 1-000-001 Art Collaborative..... 14
 - 1-000-002 Art Professional Organization Collaborative..... 15
 - 1-000-003 Art Professional Conference.....16
 - 1-000-004 Art of Education Professional Learning..... 17
 - 1-002-001 CTE (Career and Technical Education) Learning..... 18
 - 1-002-002 FACTE (Florida Association of Career and Technical Education) Classes..... 19
 - 1-002-003 CTE (Career and Technical Education) Career and Technical Student Organizations (CTSO).....20
 - 1-002-004 CTE (Career and Technical Education) College and Career Coaching Support..... 21
 - 1-002-005 CTE (Career and Technical Education) Proctoring Industry Certifications Notebook..... 22
 - 1-004-001 World Language Learning.....23
 - 1-006-001 Theatre/Dance Collaborative..... 24
 - 1-006-002 Theatre/Dance Professional Organization Collaborative..... 25
 - 1-006-003 Theatre/Dance Conference.....26
 - 1-006-004 Drama Teacher Academy Professional Learning..... 27
 - 1-008-001 High Impact Literacy..... 28
 - 1-008-002 Getting Started with K-12 ELA Instruction..... 29
 - 1-008-003 ELA Curriculum.....30
 - 1-008-004 Canvas and Content for ELA Dual Enrollment Instructors..... 31
 - 1-009-001 Strengthening B.E.S.T. Mathematics.....32
 - 1-009-002 Eureka Math Squared FL B.E.S.T..... 33
 - 1-009-005 Building Thinking Classrooms Book Study.....34
 - 1-009-006 B.E.S.T. Mathematics Standards Notebooks.....35
 - 1-009-007 McGraw-Hill Math: Notebook..... 36

1-010-001 Music Collaborative.....37

1-010-002 Music Professional Organization Collaborative..... 38

1-010-003 Music Professional Conference..... 39

1-010-004 Quaver Music Professional Learning..... 40

1-011-001 Athletic Coaching Endorsement - Sport Specific Rules and Procedures..... 41

1-011-002 Athletic Coaching Endorsement- Instruction and Coaching Specific Sport..... 42

1-012-001 Meeting the Needs of Emergent Learners..... 43

1-013-001 Reading Competency 1: Foundations for Reading (Reading 40)..... 44

1-013-002 Reading Competency 2: Application of Evidence-Based Instructional Practices (Reading 40).....45

1-013-003 Reading Competency 3: Application of Evidence-Based Instructional Practices (Bankable).....46

1-013-004 Reading Competency 4: Foundations and Application of Differentiated Instruction (Reading 40).47

1-013-005 Reading Competency 5: Demonstration of Accomplishment.....49

1-013-006 Instruction Aligned to the Science of Reading (Bankable)..... 50

1-013-007 Structured Literacy (Reading 40).....51

1-013-008 11/12th Grade Instruction for Intensive Reading.....52

1-013-009 Emergent Literacy High Leverage Practice..... 53

1-013-010 Emergent Literacy Micro-Credential (Reading 40)..... 54

1-013-012 PDA Differentiating Reading Instruction for Students: Making It Explicit..... 55

1-013-014 PDA Exploring Structured Literacy, BEESS Portal.....56

1-013-015 PDA - Science of Reading - BEESS Portal..... 57

1-013-016 Erasing the Misery of Reading and Spelling..... 58

1-013-017 New Worlds Reading Teacher Professional Learning..... 59

1-015-001 Science Curriculum Instruction..... 60

1-015-002 Science Collaboratives..... 61

1-015-004 Science Instructional Best Practices..... 62

1-016-001 Social Studies Collaboratives.....63

1-016-002 Social Studies Guided Curriculum Development.....64

1-016-003 Social Studies Guided Curriculum Implementation..... 65

1-017-001 Writing with the BEST K-12..... 66

1-100-001 Access Points Standards in Inclusion.....67

1-100-02 Students with Disabilities..... 68

1-106-001 Gifted Competency 2 - Curriculum and Instruction..... 69

1-401-002 School Assessment Coordinator Trainings..... 71

1-407-001 Information Literacy.....72

1-408-001 Integrated Guided Curriculum Implementation.....73

1-408-002 AICE Subject-Area Best Practice Roundtable.....74

1-700-001 ESOL Endorsement: Methods of Teaching ESOL..... 75

1-700-002 ESOL: Understanding & Implementing ESOL Instruction..... 76

1-701-001 ESOL Endorsement: Testing and Evaluation..... 77

1-702-001 ESOL Endorsement: Applied Linguistics..... 78

1-702-002 ESOL: English Language Development (ELD) & Curriculum.....79

1-703-001 ESOL Endorsement: Curriculum and Materials Development.....80

1-704-001 ESOL: For Category II Teachers..... 81

1-705-001 ESOL Endorsement: Communication and Understanding for English Language Learners..... 82

2-011-001 Athletic Coaching Endorsement-Injury Care and Prevention..... 83

2-011-002 Athletic Coaching Endorsement- Coaching Theory and Practice..... 84

2-013-001 FEA 40-hour Reading/ESE Course..... 85

2-013-005 Literacy Coach Endorsement.....86

2-013-006 Literacy Coach Endorsement Train-the-Trainer.....87

2-100-001 Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience..... 88

2-100-002 High Leverage Practices (HLPs)..... 90

2-100-003 ESE Summer Summit.....91

2-100-004 BEESS SWD (Bankable)..... 92

2-100-005 Autism Modules..... 93

2-100-006 Reading Difficulties, Disabilities, and Dyslexia..... 94

2-100-007 Structured Literacy Through a Multi-Sensory Approach.....95

2-100-008 High Leverage Practices Badge (UNF)..... 96

2-103-001 Intro to ESE: Demystifying Special Education (UNF).....97

2-106-001 Gifted Competency 5 - Theory of Creativity.....98

2-106-002 Gifted Competency 4 - Special Populations..... 100

2-408-000 OneClay Vision Strong Instructional Practices..... 102

2-408-002 Beginning Educator Induction..... 103

2-408-003 Professional Learning Communities.....104

2-408-004 New Teacher Network: Professional Learning Certification Program..... 105

2-408-005 Introduction to Instructional Strategies Notebooks.....106

2-517-001 Facilitating High Quality Professional Learning..... 107

3-003-001 Computer Science..... 108

3-003-002 Preparation for Florida Teaching Certification Examination for Computer Science..... 109

3-100-001 Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience..... 110

3-408-001 CVA Technology Integration and Development.....112

3-408-002 Technology Backpacks - Enhanced Classroom..... 113

3-408-003 Technology Backpacks - Google Apps for Education..... 114

3-408-004 Skillshop - Google for Education for Educators..... 115

3-408-005 Technology Backpacks - Google Apps for Productivity.....116

3-408-006 Technology Backpacks - Technology Tools..... 117

3-408-007 Technology Tools..... 118

| | |
|---|-----|
| 3-413-001 Technology Backpacks - Communication Applications..... | 119 |
| 3-422-001 Student Information System..... | 120 |
| 3-422-002 Technology Backpacks: Student Information System..... | 121 |
| 4-102-001 Florida Alternate Assessment Administration..... | 122 |
| 4-102-002 Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience..... | 123 |
| 4-106-001 Gifted Competency 1 - Nature and Needs of Students Who Are Gifted..... | 125 |
| 4-106-002 Gifted Competency 3 - Guidance and Counseling for the Gifted..... | 127 |
| 4-401-001 Data Analysis for Administrators..... | 129 |
| 4-415-001 MTSS Training for Elementary and Secondary Intervention Team Facilitators and MTSS Lead Administrators..... | 130 |
| 4-415-002 MTSS: Data Based Decision Making at Tiers 2 and 3..... | 131 |
| 4-417-001 School Counselor Professional Learning..... | 132 |
| 4-512-001 Introduction to Inquiry Badge (UNF)..... | 133 |
| 5-404-001 Classroom Management Notebooks..... | 134 |
| 5-404-004 Facilitating the Learning Environment..... | 135 |
| 6-103-001 Safe Crisis Management..... | 136 |
| 6-404-001 Culture of Learning..... | 137 |
| 6-404-002 Dean Professional Learning..... | 138 |
| 6-404-003 Culture of Learning Notebooks..... | 139 |
| 6-409-001 Youth Mental Health First Aid..... | 140 |
| 6-414-001 Basic Life Saving (ESE)..... | 141 |
| 7-409-001 Clinical Educator Training..... | 142 |
| 7-409-002 Mentorship..... | 143 |
| 7-409-003 Mentorship Notebooks..... | 144 |
| 7-414-001 Basic Life Saving Training..... | 145 |
| 7-507-001 Athletic Leadership Best Practices..... | 146 |
| 7-513-001 Leading School Operations..... | 147 |
| 7-517-001 School Leader Professional Learning..... | 148 |
| 7-517-002 Aspiring Assistant Principal Program..... | 149 |
| 7-517-003 School Principal Certification Program..... | 150 |
| 7-517-004 National Institute for School Leadership..... | 151 |
| 7-518-001 Novice/Mentor School Leader Program..... | 152 |
| 8-005-001 Food Services..... | 153 |
| 8-007-408 Adult and Community Education Professional Learning..... | 154 |
| 8-103-001 Program Updates Varying Exceptionalities - Procedural..... | 155 |
| 8-103-002 Individualized Education Plan..... | 156 |
| 8-410-001 Virtual Ethics Training for Instructional Personnel..... | 157 |
| 8-413-001 Family Involvement..... | 158 |

8-419-001 Section 504 Coordinator Professional Learning..... 159

8-506-001 Support Services Professional Learning..... 160

8-515-001 Transportation Services Training..... 161

9 -100-004 Program Updates for Varying Exceptions - Instructional/Behavioral..... 162

9-010-001 Supporting Diverse Learners in the Primary Music Classroom..... 163

9-011-001 Learning through Physical Education..... 164

9-100-001 Collaborative Scheduling, Planning, and Teaching..... 165

9-517-001 OneClay Leadership Academy..... 166

9-700-001 ESOL: Leading & Supporting ESOL Instruction (Admin)..... 167

I. Professional Learning Catalog Overview

A. Overview of Professional Learning Catalog

Please provide a brief description of the district’s catalog. Include the district’s process for selecting components, collaborations with stakeholders (teachers; teacher-educators; business and community representatives; and local education foundations, consortia and professional organizations) and goals for professional learning.

Through a comprehensive professional learning system, Clay County District Schools (CCDS) advances a collaborative and coherent adult learning culture that fosters meaningful professional learning with the goal of maximizing student achievement. CCDS provides professional learning opportunities for all personnel to improve student achievement and promote a climate of self-renewal for all. This Professional Learning Catalog is one element of the comprehensive CCDS Professional Learning System designed to enhance classroom instructional practices and job skills to improve student performance.

Components within the professional learning catalog are developed in response to the district strategic plan, school improvement plans, an annual professional learning survey, professional learning evaluations, and individual professional learning plans. It is our mission to provide professional learning sessions aligned to the OneClay Vision and job-related topics, therefore, our Professional Learning Catalog is reviewed, revised, and approved annually through the lens of a tiered support structure to target the greatest needs based on various data, including, but not limited to, student achievement and discipline data, classroom walkthrough data, teacher and community input data, and evaluation data to support the CCDS instructional vision.

The following beliefs are central to our professional learning system, and inform the component selection process each year:

1. A coherent structure of differentiated professional learning is essential for a collaborative adult learning culture.
2. Coherent professional learning that builds on common areas of focus leads to changes in educator practices that maximize student learning.
3. Reflection, Evaluation, and Adjustment are essential for ensuring continuous improvement for all adults and students.

These beliefs are shared among stakeholders and inform the annual consultation and collaboration process. Through this process, CCDS collaborates with a varied group of stakeholders to solicit input from multiple perspectives for a comprehensive view of professional learning needs and interests throughout the district. Our consultation and collaboration process includes the following:

Annual surveys are created collaboratively among all district departments to identify learning needs for all leaders, teachers, and support employees.

CCDS employee surveys include sections tailored to the job responsibilities of each employee, and results are shared with district departments and school leaders to inform professional learning sessions. These results are used to inform the annual review of the district’s Professional Learning Catalog each year to ensure offerings are in alignment with stakeholder needs and interests. These results, along with the

Professional Learning Catalog revisions are shared annually with district departments and reviewed by the Professional Development Advisory Council to ensure that topics for professional learning are coherent, meaningful, and based on stakeholder input.

Annual parent and community input surveys are also sent collaboratively with other departments and seek input on parent and community satisfaction and possible topics for professional learning opportunities.

In addition to annual surveys, ongoing meetings take place among stakeholders to review and discuss survey data, as well as other evidence to inform professional learning decisions:

- Professional learning facilitators meet every two weeks throughout the year in a professional learning community focused on strengthening professional learning practices, as well as reviewing survey, walkthrough, and student achievement data to develop ways to maximize the impact of professional learning.
- Ongoing meetings between local Institutions of Higher Education take place throughout the year to review data on pre-service teachers and mentor teacher capacity, and discuss local needs as well as ways to partner for meaningful professional learning opportunities.
- Frequent meetings take place between NEFEC and CCDS program coordinators regarding the participant data from the Professional Learning Certification Program.
- Bi-annual meetings with the Clay County Education Association (CCEA) & Clay Educational Staff Professionals Association (CESPA), with check-ins as needed throughout the year, are held to review teacher and staff input data, and to ensure professional learning needs are addressed within the professional learning catalog. At the bi-annual Professional Development Advisory Council meetings, members include CCEA, district, and parent/community representatives. Through these opportunities for collaboration, challenges and barriers to meaningful professional learning are brought to light so that solutions can be identified to increase the effectiveness of professional learning.
- The Superintendent's Student Advisory Council meets throughout the year to garner insight into the student experience in schools, and the insight gleaned from these meetings is also shared with district departments to inform professional learning needs.

With input from a wide range of stakeholders, we are able to select components for the professional learning catalog with the themes and patterns that emerge across multiple groups to ensure maximum impact. With professional learning sessions focused on meaningful topics that are aligned to job-related outcomes, the learning is more likely to translate into practice, maximizing the impact on student learning.

It is our goal that through the application of the continuous improvement model, CCDS educators engage in intentionally designed and facilitated professional learning, resulting in CCDS students engaging in effective instruction in a safe classroom environment anchored in high expectations and the OneClay Instructional Vision.

B. Middle Grades Instructional Personnel and School Administrator Training

Please provide a brief description of the training middle grade instructional personnel and school administrators receive on the district’s code of student conduct.

All school instructional personnel and school administrators receive face-to-face training on the district’s Student Code of Conduct, which includes the district behavior matrix. School administrators receive annual training during the Summer Leadership Institute, and additional learning opportunities are included in the monthly administrator meetings, as needed. At each school, school administrators in the middle grades conduct training with all instructional personnel on the Student Code of Conduct within the first week of school, and this training is also provided through school and district onboarding for teachers hired during the school year.

C. Integrated Digital Instruction and Competency-based Instruction

Please briefly describe the training on integrated digital instruction and competency-based instruction provided by the district. In this description, be sure to include information on the Florida Career and Professional Education Act (CAPE), CAPE Digital Tool certificates and CAPE industry certification.

District and school-based Career and Technology Education (CTE) employees receive training on the Florida Career and Professional Education Act (CAPE), CAPE Digital Tool certificates and CAPE industry certification, with a focus on practical application within the CTE classroom. The training includes curriculum mapping within the state frameworks, industry certification training and CTE best practices. These sessions are offered annually throughout the school year, both face-to-face and virtually, and are coordinated and facilitated by district CTE leaders.

Training on integrated digital instruction and competency-based instruction is offered face-to-face and virtually to all CCDS employees through the Information and Technology Services department on the following topics: Communications Applications, Enhanced Classroom Equipment, Google Apps for Education, student information system, and Technology Tools.

By equipping teachers with the knowledge, skills, and confidence to effectively integrate digital instruction into their instructional practices, this professional learning initiative aims to enhance student engagement, promote personalized learning experiences, and facilitate academic achievement across diverse educational settings and contexts.

D. Classroom Management

Please provide a brief description of the training provided by the district on classroom management, student behavior and interactions.

Classroom management training is provided to all instructional and administrative personnel annually through a variety of professional learning opportunities aligned to the Culture of Learning principle within the OneClay Instructional Vision. Within these differentiated sessions, participants engage in active learning about academic behaviors that support student learning, strategies to improve student behavior, and ways to create positive learning environments at all levels. Administrators review evidence-based classroom management strategies during the Summer Leadership Institute, and additional learning opportunities are included in the monthly administrator meetings, as needed. Teacher leaders engage in sessions on how to lead learning team collaboration on aligned classroom management strategies at the OneClay Leadership Academy. Mentor teachers and instructional coaches receive training on how to engage in coaching cycles and feedback conversations focused on improving classroom management, using the teacher support continuum. Additionally, all beginning teachers receive training on effective classroom management strategies and developing a classroom management plan at the Beginning Teacher Orientation. Ongoing training on classroom management strategies is offered through the monthly novice teacher collaboratives facilitated through the district teacher support team and job-embedded classroom support provided by the assigned teacher support coach.

E. Extended Learning Opportunities

Please provide a brief description of the training provided by the district on extended learning opportunities for students.

CCDS offers training on a variety of topics for the purpose of strengthening extended learning opportunities for students. Training is offered for Pre-Kindergarten (Pre-K) teachers to ensure students enter kindergarten with a strong foundation. Additionally, learning is extended for students through virtual learning options, allowing students to engage in extended learning opportunities, beyond what is offered through the brick and mortar schools. Training is provided to these virtual teachers by the virtual learning specialists and district departments. Additionally, district content teams provide training for teachers to learn how to extend learning opportunities within their classrooms for students who demonstrate proficiency in the benchmarks. CCDS also offers courses to allow teachers to earn their Gifted Endorsement, which includes training for how to extend learning opportunities for students who are identified as gifted.

F. Instructional Leadership

Please provide a brief description of the training provided by the district on instructional leadership.

CCDS provides a differentiated system of training on instructional leadership, providing training for teachers, aspiring school leaders, novice school leaders, and experienced school leaders. The evidence-based instructional leadership practices included in this training are anchored in the Florida Educational Leadership Standards (FELS).

Teacher leaders are selected to attend the annual OneClay Leadership Academy with a focus on leading teams in using a data-based approach within their professional learning community to improve student achievement, and these instructional leadership practices are embedded in content area professional learning sessions throughout the school year facilitated by district specialists and coaches. Additionally, instructional leadership virtual sessions are provided through FDLRS with a focus on leading instruction for students with disabilities.

Aspiring School Leaders receive training on instructional learning through the Aspiring Assistant Principal Program. In this program, learning experiences include face-to-face sessions and job-embedded learning experiences with written reflections.

Novice Assistant Principals and Principals participate in the Novice/Mentor AP & Principal Programs, where they work with an experienced mentor to learn how to lead and support a system of instructional leadership tailored to the needs of their unique school culture. Professional learning sessions are offered multiple times throughout the school year, with an expectation of ongoing collaboration between the novice and mentor principal.

Experienced Assistant Principals and Principals have the opportunity to participate in leadership mentor training to serve as a mentor to a novice school leader, as well as professional learning through the National Institute for School Leadership. Experienced Assistant Principals engage in training on instructional leadership within the School Principal Certification Program.

Leaders of schools with identified school improvement needs (ATSI, TSI, CSI, RAISE, etc.) also engage in bi-annual training through a coordinated system of school improvement walks with follow up support from district leaders, specialists, and coaches.

In addition to these role specific learning opportunities, all school leaders engage in instructional leadership training on an ongoing basis through the annual Summer Leadership Institute and monthly school leader professional learning sessions.

II. Professional Learning Catalog Requirements

Professional Learning Catalog Requirements

The following professional learning catalog requirements are established in sections (s.) 1012.98, Florida Statutes (F.S.), the School Community Professional Learning Act. By checking the appropriate box, the district provides assurance that its professional learning system meets each requirement. Districts should be prepared to provide evidence of these assurances upon request.

1. Principles of Individual Freedom

- Professional learning activities must be consistent with and foster the following principles of individual freedom set forth in s. 1003.42(3), F.S.:
- No person is inherently racist, sexist or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex;
 - No race is inherently superior to another race;
 - No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability or sex;
 - Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry;
 - A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex;
 - A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex; and
 - These principles do not prohibit the discussion or use of curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination.

2. Professional Learning Criteria

- Pursuant to s. 1012.98(3)(a)-(j), F.S., Professional learning activities linked to student learning and professional growth for instructional and administrative staff must meet the following criteria:
- For instructional personnel, utilize materials aligned to the state's academic standards.
 - For school administrators, utilize materials aligned to the state's educational leadership standards.
 - Have clear, defined, and measurable outcomes for both individual inservice activities and multiple day sessions.
 - Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.
 - Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.

- Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.
- Create opportunities for collaboration.
- Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on instructional personnel and school administrator needs.
- Provide opportunities for instructional personnel and school administrators to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.
- Provide sustained duration with follow up for instructional personnel and school administrators to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

3. Instructional Personnel and Instructional Strategies

Pursuant to s. 1012.98(5)(b)11., F.S., training on instructional strategies to reading coaches, classroom teachers and school administrators must not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.

Pursuant to s. 1012.98(10), F.S., Contracted training for teaching foundational skills is to be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training must not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but must not be used to teach word reading.

Pursuant to s. 1012.98(5)(b)11., F.S., the professional learning system provides all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f), F.S., which states that for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, an applicant must earn a minimum of two college credits or the equivalent inservice points in evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

4. Third Party Entity Contracting Criteria

Pursuant to s. 1012.98(10), F.S., if the school district board contracts with independent entities for professional learning services or inservice education, the school board assures the following:

- The district school board can demonstrate to the Commissioner of Education that, through such a contract, a better product can be acquired or its goals for education improvement can be better met;
- The independent entity has at least 3 years of experience providing professional learning with demonstrative success in instructional or school administrator growth;

- The school district will verify, prior to contracting, that the independent entity's activities linked student growth or professional growth meet the criteria set forth in s. 1012.98(3)(a)-(j), F.S., and set forth in section 2 of this form; and
- Training by the independent entity on foundational skills utilizes the science of reading and does not employ the three-cueing strategy.

Components

1-000-001 Art Collaborative

Component Title: Art Collaborative

Component Number: 1-000-001

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Visual Art Standards: Critical Thinking and Reflection; Skills, Techniques, and Processes; Organizational Structure; Historical and Global Connections; and Innovation, Technology, and the Future, 2) Design and enact action steps aligned to the FL Visual Art Standards, the CCDS Instructional Vision, and Fine Arts Curriculum, 3) Develop effective instructional strategies, 4) Reflect on data and action steps to make adjustments as needed to achieve goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices, 2) Small group collaborative discussions, 3) Data review and action planning, 4) Facilitated reflection and debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida Visual Art Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-000-002 Art Professional Organization Collaborative

Component Title: Art Professional Organization Collaborative

Component Number: 1-000-002

Inservice Points: 15

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping art education in Florida.

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Exploration of evidence-based instructional practices, 3) Data review and action planning for assessment.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in art education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Visual Art Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-000-003 Art Professional Conference

Component Title: Art Professional Conference

Component Number: 1-000-003

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping visual arts education in Florida.

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Attend workshops and sessions to engage in topics such as teaching strategies, assessment techniques, technology integration, and diversity, 3) Reflection and action planning to evaluate their learning experience and identify actionable strategies to implement in their classrooms.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will explore knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in art education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Visual Art Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-000-004 Art of Education Professional Learning

Component Title: Art of Education Professional Learning

Component Number: 1-000-004

Inservice Points: 50

Description of Objectives and Activities to be Completed:

Participants will: 1) Engage in online learning opportunities through the Art of Education platform, 2) Deepen understanding of topics such as instructional strategies, assessment techniques, current trends in education, and more, and 3) Explore new teaching material in their content area.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will explore knowledge and resources through the online platform. Topics of professional learning include assessment practices, instructional strategies, and current trends in art education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Visual Arts Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-002-001 CTE (Career and Technical Education) Learning

Component Title: CTE (Career and Technical Education) Learning

Component Number: 1-002-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) identify and implement research-based practices to enhance student learning in CTE 2) demonstrate competencies related to planning between Regular Education, Exceptional Student Education, and CTE 3) research, evaluate, and implement models that promote workforce readiness 4) acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE classroom 5) identify and implement reading and math strategies within the CTE classroom 6) develop, participate and implement cross-curricular lessons and labs

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices. 2) Small group collaborative discussions, 3) Data review and action planning, 4) Discussions of best practices and gathering resources to help the teacher create a more efficient and effective CTE classroom

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the curriculum frameworks, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-002-002 FACTE (Florida Association of Career and Technical Education) Classes

Component Title: FACTE (Florida Association of Career and Technical Education) Classes

Component Number: 1-002-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: participate in online learning provided by FACTE (Florida Association for Career and Technical Education) to improve student learning and create more efficient and effective classrooms. They will gain a deeper understanding of the practices, standards, and education processes.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will identify and implement research-based practices to enhance student learning in CTE.
- b. Participants will demonstrate competencies related to planning between regular education, exceptional student education, and CTE, and will research, evaluate, and implement models that promote workforce readiness.
- c. Participants will acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE classroom, and will identify and implement reading and math strategies within the CTE classroom.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-002-003 CTE (Career and Technical Education) Career and Technical Student Organizations (CTSO)

Component Title: CTE (Career and Technical Education) Career and Technical Student Organizations (CTSO)

Component Number: 1-002-003

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will support students in extracurricular activities such as Career and Technical Organization (CTSO) that will improve student learning and create more efficient classrooms.

Participants will support students in extracurricular CTE activities (e.g., career and technical student organization activities outside of regular school hours and training related to the supervision of such organizations).

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an ongoing spreadsheet with hours and activity details for each event to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Student achievement will increase as evidenced by state, district, and/or school-based assessments
- d. Participants will take knowledge from CTSO activities back to the classroom for co-curricular learning to take place.

1-002-004 CTE (Career and Technical Education) College and Career Coaching Support

Component Title: CTE (Career and Technical Education) College and Career Coaching Support

Component Number: 1-002-004

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in CTE standards and career paths, student learning and continuous school improvement, and meaningful community engagement 2) Design and implement school-based action steps for CTE teacher support including community experiences and in-school activities 3) Reflect on data and action steps to make adjustments as needed to support CTE teachers in the classroom.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices. 2) Small group collaborative discussions, 3) Data review and action planning, 4) CTE event planning

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Help in developing and sustaining Career and Technical Education (CTE) Programs and academies.
- b. Facilitate completion of an action plan, calendar of events, and Program of Studies for Career and Technical Education (CTE) Programs and academies and create, promote, and sustain business and community relationships.
- c. Works with the administrator overseeing the graduation and acceleration rates. Tracks and predicts the graduation rate and all modules to the High School Grading Component throughout the school year.
- d. Assist in proctoring, reporting, and tracking of industry certifications.

1-002-005 CTE (Career and Technical Education) Proctoring Industry Certifications Notebook

Component Title: CTE (Career and Technical Education) Proctoring Industry Certifications Notebook

Component Number: 1-002-005

Inservice Points: 1

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand what an Industry Certification is and how it fits into CTE pathways 2) read and understand teacher conduct before, during, and after proctoring an industry certification test 3) read and understand proctor conduct and policies with industry certification tests 5) will understand what the testing environment should look like

Participants will complete an online learning notebook, during which they will: 1. Watch a video 2. Read and understand the material 3. Review the material 4. Take a quiz and score 100%, may retake the quiz if a 100% is not obtained.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course quiz to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed by the score on the quiz..
- c. Participants will implement the policies and procedures that are outlined in the notebook.
- d. Student achievement will increase as evidenced by Industry Certification scores.

1-004-001 World Language Learning

Component Title: World Language Learning

Component Number: 1-004-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) receive explicit instruction on strategies to facilitate world language learning through comprehensible input, 2) have opportunities to plan the implementation of instructional strategies with the support of facilitators, 3) access academic content standards for student achievement, assessment and tracking student progress.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will identify and implement research-based practices to enhance student learning on World Languages
- b. Participants will participate in the process to select textbooks for adoption in World Languages
- c. Participants will demonstrate knowledge of current copyright procedures and policies in World Languages
- d. Participants will develop knowledge and implement techniques for motivating students to learn World Languages

1-006-001 Theatre/Dance Collaborative

Component Title: Theatre/Dance Collaborative

Component Number: 1-006-001

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Theatre/Dance Standards: Critical Thinking and Reflection; Skills, Techniques, and Processes; Organizational Structure; Historical and Global Connections; and Innovation, Technology, and the Future, 2) Design and enact action steps aligned to the FL Theatre/Dance Standards, the CCDS Instructional Vision, and Fine Arts Curriculum, 3) Develop effective instructional strategies, 4) Reflect on data and action steps to make adjustments as needed to achieve goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices, 2) Small group collaborative discussions, 3) Data review and action planning, 4) Facilitated reflection and debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida Theatre/Dance Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-006-002 Theatre/Dance Professional Organization Collaborative

Component Title: Theatre/Dance Professional Organization Collaborative

Component Number: 1-006-002

Inservice Points: 15

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping theater/dance education in Florida.

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Exploration of evidence-based instructional practices, 3) Data review and action planning for assessment.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in theater/dance education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Theatre/Dance Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-006-003 Theatre/Dance Conference

Component Title: Theatre/Dance Conference

Component Number: 1-006-003

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping Theatre/Dance education in Florida.

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Attend workshops and sessions to engage in topics such as teaching strategies, assessment techniques, technology integration, and diversity, 3) Reflection and action planning to evaluate their learning experience and identify actionable strategies to implement in their classrooms.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in theater/dance education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Theatre/Dance Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-006-004 Drama Teacher Academy Professional Learning

Component Title: Drama Teacher Academy Professional Learning

Component Number: 1-006-004

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Engage in online learning opportunities through the Drama Teacher Academy platform, 2) Deepen understanding of topics such as instructional strategies, assessment techniques, current trends in education, and more, and 3) Explore new teaching material in their content area.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will explore knowledge and resources through the online platform. Topics of professional learning include assessment practices, instructional strategies, and current trends in art education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Theatre/Dance Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-008-001 High Impact Literacy

Component Title: High Impact Literacy

Component Number: 1-008-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge in the ELA BEST standards, 2) Review current data and make instructional decisions for small and whole group instruction, 3) Collaborate with other teachers to design engaging lessons.

Participants will participate in multiple sessions each school year to include the following: 1) Aligning tasks to the ELA Benchmarks, 2) Reviewing data for whole and small group instruction, 3) Collaborating with other teachers to intensify Tier 1 instruction, 4) Designing engaging lessons for all students.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will implement benchmark-aligned learning and teaching focused on the B.E.S.T. Standards for ELA that lead to increased student achievement, using data (exit tickets, unit assessments, etc.) to reflect on student learning and adjust as needed.
- c. Participants will design and implement learning and teaching using Standards-Aligned Lessons and resources that lead to increased student achievement, using data to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-008-002 Getting Started with K-12 ELA Instruction

Component Title: Getting Started with K-12 ELA Instruction

Component Number: 1-008-002

Inservice Points: 18

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop an understanding of how to utilize K-12 Language Arts instructional materials, resources and curriculum guides, 2) Determine essential components of the K-12 Language Arts curriculum, 3) Locate instructional resources guidelines in the ELA Tier 1 Decision Tree, 4) Be able to navigate online platform and teacher edition resources which are available within the K-12 Language Arts curriculum, 5) Collaboratively plan instruction utilizing K-12 Language Arts curriculum guides, resources, and materials.

Participants will participate in sessions as they enter the ELA workforce to include the following: 1) Access grade level curriculum resources 2) Access B.E.S.T. ELA benchmarks 3) Align tasks from curriculum resources to benchmarks to effectively plan lessons

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will utilize their understanding of K-12 Language Arts instructional materials, resources and curriculum guides to implement instructional tasks and evidence-based practices in the ELA classroom which support school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-008-003 ELA Curriculum

Component Title: ELA Curriculum

Component Number: 1-008-003

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop an understanding of how to utilize K-12 Language Arts instructional materials, 2) Determine essential components of the K-12 Language Arts curriculum, 3) Be able to navigate online platforms and teacher edition resources which are available within the K-12 Language Arts curriculum, 4) Collaboratively plan instruction utilizing K-12 Language Arts curriculum guides, resources, and materials.

Participants will participate in multiple sessions each school year to include the following: 1) Aligning tasks to the ELA Benchmarks, 2) Reviewing data for whole and small group instruction, 3) Collaborating with other teachers to intensify Tier 1 instruction, 4) Designing engaging lessons for all students.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will utilize their understanding of K-12 Language Arts instructional materials, resources and curriculum guides to implement instructional tasks and evidence-based practices in the ELA classroom which support school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-008-004 Canvas and Content for ELA Dual Enrollment Instructors

Component Title: Canvas and Content for ELA Dual Enrollment Instructors

Component Number: 1-008-004

Inservice Points: 6

Description of Objectives and Activities to be Completed:

Participants will: 1) Receive an overview of the Canvas platform for facilitating English Literature I, II and Composition I & II Dual Enrollment courses, 2) Review college policies and FERPA compliance, 3) Collaboratively plan instruction English Literature I, II and Composition I & II Dual Enrollment courses.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will utilize their understanding of English Literature I, II and Composition I & II Dual Enrollment course instructional platform, materials and resources to implement instructional tasks and evidence-based practices in the Dual Enrollment classroom which support school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-009-001 Strengthening B.E.S.T. Mathematics

Component Title: Strengthening B.E.S.T. Mathematics

Component Number: 1-009-001

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) develop a deeper understanding of B.E.S.T. Standards for Mathematics and the Mathematical Thinking and Reasoning Standards, 2) analyze student data to develop a response plan to meet student needs, 3) strengthen Tier 1 through planning for benchmark-aligned learning and teaching.

Participants can participate in multiple sessions each school year to include the following: 1) Data analysis and response planning, 2) Small group collaborative discussions, 3) Developing differentiated instruction to meet the needs of all students, 4) Incorporating instructional strategies that allow students to use hands on materials and take ownership of learning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitor of discussions, activity artifacts, and reflections on instructional practices.
- c. Participants will design and implement benchmark-aligned learning and teaching focused on the B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards that lead to increased student achievement, using data to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-009-002 Eureka Math Squared FL B.E.S.T.

Component Title: Eureka Math Squared FL B.E.S.T.

Component Number: 1-009-002

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) develop a deep understanding of the Eureka Math Squared Curriculum in order to successfully implement in classrooms, 2) navigate the digital platform including lesson slides, resources, and online assessments, 3) strengthen Tier 1 instruction through planning for learning and teaching with the Eureka Math Squared Curriculum.

Participants can participate in sessions each school year to include the following: 1) Becoming familiar with the daily Eureka Structure for teaching and learning the B.E.S.T. Standards, 2) implementing daily lesson resources to engage students, 3) Developing differentiated instruction to meet the needs of all students, 4) Incorporating instructional strategies that allow students to use hands-on materials and take ownership of learning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will implement benchmark-aligned learning and teaching focused on the B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards that lead to increased student achievement, using data (exit tickets, module assessments, etc.) to reflect on student learning and adjust as needed.
- c. Participants will design and implement learning and teaching using Benchmark-Aligned Eureka Lessons and resources that lead to increased student achievement, using data to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-009-005 Building Thinking Classrooms Book Study

Component Title: Building Thinking Classrooms Book Study

Component Number: 1-009-005

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) develop strategies to incorporate the Mathematical Thinking and Reasoning Standards in the classroom, 2) learn how to implement the 14 practices from the Building Thinking Classrooms book, 3) reflect on readings to make improvements on learning and teaching

Participants will participate in multiple sessions each school year to include the following: 1) connecting the Mathematical Thinking and Reasoning Standards to the learning environment, 2) collaboration around classroom application, 3) reading and reflection on instructional practices.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitor of discussions, activity artifacts, and reflections on instructional practices.
- c. Participants will incorporate learning on the Mathematical Thinking & Reasoning Standards that lead to increased student achievement, using data to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-009-006 B.E.S.T. Mathematics Standards Notebooks

Component Title: B.E.S.T. Mathematics Standards Notebooks

Component Number: 1-009-006

Inservice Points: 3

Description of Objectives and Activities to be Completed:

Participants will: 1) develop a deeper understanding of B.E.S.T. Standards for Mathematics and the Mathematical Thinking and Reasoning Standards, 2) learn the role of the Best Instructional Guide for Mathematics (B1G-M), 3) plan for benchmark-aligned learning and teaching.

Participants can participate in multiple sessions each school year to include the following: 1) accessing resources to learn about the B.E.S.T. Standards for Mathematics, 2) navigating the B1G-M to gain insights for planning, 3) tools for developing benchmark-aligned lessons.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session through the viewing of videos and interaction with content.
- c. Participants will design and implement benchmark-aligned learning and teaching focused on the B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning
- d. Standards that lead to increased student achievement.
Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-009-007 McGraw-Hill Math: Notebook

Component Title: McGraw-Hill Math: Notebook

Component Number: 1-009-007

Inservice Points: 2

Description of Objectives and Activities to be Completed:

Participants will: 1) learn an overview of the Florida Reveal Math curriculum and ALEKS online learning in order to successfully implement in classrooms, 2) navigate the digital platform including resources, reports and online assessments, 3) strengthen Tier 1 instruction through planning for learning and teaching with the McGraw-Hill Math Curriculum.

Participants can participate in one session each school year to include the following: 1) Becoming familiar with the Florida Reveal Math lessons for implementation, 2) Accessing resources for developing differentiated instruction to meet the needs of all students, 3) Incorporating data-driven decision making from understanding ALEKS reports.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session through the viewing of videos and interaction with content.
- c. Participants will implement Florida Reveal Math curriculum and ALEKS online learning that lead to increased student achievement, using data (exit tickets, module assessments, data reports, etc.) to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-010-001 Music Collaborative

Component Title: Music Collaborative

Component Number: 1-010-001

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Music Standards: Critical Thinking and Reflection; Skills, Techniques, and Processes; Organizational Structure; Historical and Global Connections; and Innovation, Technology, and the Future, 2) Design and enact action steps aligned to the FL Music Standards, the CCDS Instructional Vision, and Fine Arts Curriculum, 3) Develop effective instructional strategies, 4) Reflect on data and action steps to make adjustments as needed to achieve goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices, 2) Small group collaborative discussions, 3) Data review and action planning, 4) Facilitated reflection and debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida Music Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-010-002 Music Professional Organization Collaborative

Component Title: Music Professional Organization Collaborative

Component Number: 1-010-002

Inservice Points: 15

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping music education in Florida.

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Exploration of evidence-based instructional practices, 3) Data review and action planning for assessment.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in music education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Music Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-010-003 Music Professional Conference

Component Title: Music Professional Conference

Component Number: 1-010-003

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping music education in Florida.

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Attend workshops and sessions to engage in topics such as teaching strategies, assessment techniques, technology integration, and diversity, 3) Reflection and action planning to evaluate their learning experience and identify actionable strategies to implement in their classrooms.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in music, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Music Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-010-004 Quaver Music Professional Learning

Component Title: Quaver Music Professional Learning

Component Number: 1-010-004

Inservice Points: 50

Description of Objectives and Activities to be Completed:

Participants will: 1) Engage in online learning opportunities through the QuaverMusic platform, 2) Deepen understanding of topics such as instructional strategies, assessment techniques, current trends in education, and more, and 3) Explore new teaching material in their content area.

Participants will: 1) Engage in online learning opportunities through the QuaverMusic platform, 2) Reflection and action planning to evaluate their learning experience and identify actionable strategies to implement in their classrooms.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through the online platform. Topics of professional learning include assessment practices, instructional strategies, and current trends in art education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Music Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-011-001 Athletic Coaching Endorsement - Sport Specific Rules and Procedures

Component Title: Athletic Coaching Endorsement - Sport Specific Rules and Procedures

Component Number: 1-011-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Select appropriate coaching strategies for students who participate in specific sports, 2) Understand and implement effective athletic assessment of students in a specific sport, 3) Outline the development of effective lessons for athletic students, 4) Distinguish characteristics of positive behavior supports for effective instruction of students in athletics, 5) Define methods used to evaluate student progress and program effectiveness, 6) Analyze and utilize evaluated data when redesigning programs, 7) Utilize data to identify areas of growth and determine effective strategies for students in a specific sport.

Participants will actively engage in instructional inquiry through online modules focused on instructional and coaching improvement and student athletic achievement.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students.
- b. Participants will maintain a journal/folder of activities supporting the objectives.
- c. Participants will develop an action plan for demonstrating the objectives in the workplace.
- d. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance

1-011-002 Athletic Coaching Endorsement- Instruction and Coaching Specific Sport

Component Title: Athletic Coaching Endorsement- Instruction and Coaching Specific Sport

Component Number: 1-011-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

To broaden professional competencies of athletic coaches in the knowledge of instruction and physiological principles applied to coaching a specific sport.

Participants will: 1) Select appropriate instructional strategies for athletic coaching; 2) Outline the development of athletic program philosophy, including goals and objectives; 3) Recognize the importance of pre-assessment/formative assessment in establishing instructional levels; 4) Distinguish characteristics of coaching an activity or sport; 5) List feedback methods used in athletic coaching; 6) Define methods used to evaluate student athletes and program effectiveness; 7) Analyze and utilize evaluated data when redesigning programs; 8) Identify available and suitable professional resources for coaching; 9) Identify basic training principles (e.g. overload, progression, specificity); 10) Identify the variables by which overload can be modified; 11) Evaluate and interpret the results of pre-physical fitness and motor assessments; 12) Using evaluated data, apply principles of training to formulate individual and group conditioning programs; 13) Explain body composition factors related to athletic performance potential including body weight as it affects performance and the percentage body fat related to conditioning; 14) Identify environmental conditions and their effects on personal health, safety, and learning (e.g. temperature, humidity, lighting, etc.).

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will develop and implement activities for students that are developmentally appropriate pertaining to the coaching of a specific sport.
- b. Teachers will engage actively in instructional inquiry in the context of online coursework, focused on instructional improvement and student achievement pertaining to the coaching of a specific sport.
- c. Participants will develop an action plan for demonstrating the objectives in the workplace.
- d. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the online learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

1-012-001 Meeting the Needs of Emergent Learners

Component Title: Meeting the Needs of Emergent Learners

Component Number: 1-012-001

Inservice Points: 50

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand developmental stages for emergent learners, 2) Understand age-appropriate activities to implement in their classroom, 3) Develop strategies to address behavioral and trauma needs to design supports in the classroom, 4) Create lessons to engage students in learning.

Participants will participate in multiple sessions throughout the year to include the following: 1) Align age appropriate tasks with standards; 2) Develop activities that meet the needs of students both in behavior and development; 3) Create lessons that incorporate play, language, and conversation

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants are assessed through an end-of-course quiz with a required 80% mastery score.
- b. Participants will develop lesson plans that will be implemented in the classroom.
- c. Participants' knowledge and skills will be assessed through online learning and assessment, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-013-001 Reading Competency 1: Foundations for Reading (Reading 40)

Component Title: Reading Competency 1: Foundations for Reading (Reading 40)

Component Number: 1-013-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop substantive understanding of the six components of reading as a process: (comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary), 2) Build their capacity to use and apply explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies aligned with the science of reading for teaching children how to read while addressing the individual learning needs of students including English language learners, students with dyslexia, and students with disabilities and other varying exceptionalities.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Educators will develop a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary and implications for students with characteristics of dyslexia.
- b. Participants' knowledge and skills will be assessed during session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through discussion boards, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-013-002 Reading Competency 2: Application of Evidence-Based Instructional Practices (Reading 40)

Component Title: Reading Competency 2: Application of Evidence-Based Instructional Practices (Reading 40)

Component Number: 1-013-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop a substantive understanding of the five essential elements of teaching reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency, 2) Apply effective reading instruction to native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities, 3) Understand the formative assessment process, six components of reading, and Florida's Formula for Reading Success for effective approaches to teaching reading.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will scaffold student learning by applying the principles of evidence-based reading instruction and engaging in a systematic problem-solving process.
- b. Participants' knowledge and skills will be assessed during session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through discussion boards, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-013-003 Reading Competency 3: Application of Evidence-Based Instructional Practices (Bankable)

Component Title: Reading Competency 3: Application of Evidence-Based Instructional Practices (Bankable)

Component Number: 1-013-003

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop skills and knowledge in using the results of screening, diagnosis, progress monitoring, and outcome reading assessments to guide instructional decision-making in grades K-12, 2) Understand formal and informal assessments necessary for the implementation of quantitative and qualitative instructional assessment to respond to the individual needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.

This component does not meet the requirements for the 40-hour in-service identified in Florida Statute 1012.585(3)F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students through a systematic problem-solving process.
- b. Participants' knowledge and skills will be assessed during session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through discussion boards, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-013-004 Reading Competency 4: Foundations and Application of Differentiated Instruction (Reading 40)

Component Title: Reading Competency 4: Foundations and Application of Differentiated Instruction (Reading 40)

Component Number: 1-013-004

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Prescribe, differentiate instruction, and utilize appropriate strategies and materials from scientifically-based reading research to address prevention, identification, and remediation to plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups in all subject areas, 2) Use best practices in reading instruction to meet the learning needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.

This component does not meet the requirements for the 40-hour in-service identified in Florida Statute 1012.585(3)F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will have a broad knowledge of students from differing profiles to understand and apply research-based instructional practices by differentiating process, product, and context.
- b. Participants' knowledge and skills will be assessed during session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through discussion boards, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-013-005 Reading Competency 5: Demonstration of Accomplishment

Component Title: Reading Competency 5: Demonstration of Accomplishment

Component Number: 1-013-005

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) demonstrate their ability to use scientifically based research and evidence-based instructional practices to address prevention, identification, and remediation of reading difficulties in real-time to increase student performance and close achievement gaps, 2) Understand how to administer assessment and perform data analysis to differentiate instruction for learners from diverse backgrounds.

This component does not meet the requirements for the 40-hour in-service identified in Florida Statute 1012.585(3)F.S. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Complete two case study modules and a comprehensive practicum module, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students.
- b. Participants' knowledge and skills will be assessed during session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through discussion boards, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-013-006 Instruction Aligned to the Science of Reading (Bankable)

Component Title: Instruction Aligned to the Science of Reading (Bankable)

Component Number: 1-013-006

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) identify and implement evidence-based, systematic, and explicit reading instructional practices in the content area; 2) Become familiar with Florida’s Formula for Reading Success with emphasis on instructional practice for the six components (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) of reading and how to use the four types of assessment to diagnose student gaps and instructional needs; 3) Gain in-depth knowledge of a variety of instructional strategies within each component of reading; 4) Determine instruction that will deepen and enrich students’ understanding through content area literacy strategies.

*Sessions for this component must meet the criteria for bankable reading points.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through each activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design lesson plans that incorporate instructional strategies that align with the Florida Formula for Reading Success, the Clay County Comprehensive Reading Plan, and the science of reading.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-013-007 Structured Literacy (Reading 40)

Component Title: Structured Literacy (Reading 40)

Component Number: 1-013-007

Inservice Points: 80

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop an understanding that Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels, 2) Develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction, 3) Plan and implement strategies to meet the needs of various exceptionalities with persistent reading difficulties including characteristics of dyslexia.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and objectives.
- b. Participants' knowledge and skills will be assessed in each activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design lesson plans that incorporate instructional strategies that are explicit and systematic including multi-sensory approaches to meet the varying student needs to address gaps.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-013-008 11/12th Grade Instruction for Intensive Reading

Component Title: 11/12th Grade Instruction for Intensive Reading

Component Number: 1-013-008

Inservice Points: 40 points

Description of Objectives and Activities to be Completed:

Participants will: 1) Engage in professional learning designed to develop, increase, and demonstrate knowledge of Structured Literacy, specifically scientifically researched, knowledge-based reading literacy, including explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies; 2) Utilize materials, specifically Chalk Talk (aligned to the state’s academic standards, in particular the foundational reading standards,) which will prepare reading-endorsed teachers to deliver the program as 11th and 12th-grade Intensive Reading core curriculum in alignment with the district’s k-12 Comprehensive Evidence-based Reading Plan (CERP); 3) Reflect on data and develop action steps to make adjustments as needed for students to meet state reading requirement for graduation. reading proficiency.

Participants will have the opportunity to engage in multiple courses each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning, 4) Design engaging lessons for students.

Component Evaluation Criteria - Detail component effectiveness on:

a. Address the specific objectives;

b. Component efficacy of increasing educator knowledge and skill;

c. Component efficacy of changing educator dispositions or practice in educational settings and

d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the component activities' effectiveness and objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will implement/deliver the direct instruction curriculum in the Intensive Reading classroom as the Intensive Reading core curriculum in alignment with the district’s C.E.R.P.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-013-009 Emergent Literacy High Leverage Practice

Component Title: Emergent Literacy High Leverage Practice

Component Number: 1-013-009

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop a substantive understanding of how children learn and grow their speech and language skills; 2) Understand the role of oral language, phonological processing, vocabulary, and print knowledge in literacy development; 3) Apply instructional strategies to build student language development, 4) Design engaging lessons that encompass all components of language acquisition.

Participants can participate in multiple sessions each school year to include the following: 1.) Learn the developmental stages of speech and language; 2.) Plan and implement best practices to teach emergent skills; 3.) Participate in collaborative small group discussion; 4.) Create questions and activities to build language skills to meet the needs of students throughout the developmental stages

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of reflections, response to reflections of others, and teacher created and implemented lesson plans.
- c. Participants will implement best practices in teaching print awareness, alphabet knowledge, oral language, shared storybook reading, reading and writing for preschool age children as is evidenced by follow up sample lessons or student work samples, and/or follow up notes from a walkthrough specifically focused on these areas.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-013-010 Emergent Literacy Micro-Credential (Reading 40)

Component Title: Emergent Literacy Micro-Credential (Reading 40)

Component Number: 1-013-010

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will develop their knowledge and skills in building children’s print awareness, alphabet knowledge, oral language, shared storybook reading, reading, and writing as it is applied in the school setting for children ages birth through preschool.

Participants will develop and implement lesson plans, engage in academic reading through online modules, review data and develop action plans, and complete online comprehension checks, etc. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete a Pre-Knowledge Assessment and at the end of the module a Post-Knowledge Assessment with a mastery score of 80% or higher.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of reflections, response to reflections of others, and teacher created and implemented lesson plans.
- c. Participants will implement best practices in teaching print awareness, alphabet knowledge, oral language, shared storybook reading, reading and writing for preschool age children as is evidenced by follow up sample lessons or student work samples, and/or follow up notes from a walkthrough specifically focused on these areas.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-013-012 PDA Differentiating Reading Instruction for Students: Making It Explicit

Component Title: PDA Differentiating Reading Instruction for Students: Making It Explicit

Component Number: 1-013-012

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop, increase and demonstrate knowledge about using the guidelines for differentiation and strategies that support differentiation to improve instruction for all students, especially students with persistent or significant reading difficulties, 2) Understand the instructional design principles and teacher delivery methods that can be applied at appropriate levels of intensity and duration to increase the explicitness and intensity of language arts instruction to achieve optimal results for students who are challenged by learning to read or reading to learn, 3) Determine strategies, strategically integrated skills, and judicious review, delivered with appropriate pacing and precise monitoring, 4) Recognize all parts of carefully scaffolded instruction to ensure that each learner can comprehend increasingly complex text. This component aligns with current Florida reading initiatives and awards credit for competency four of the Florida Reading Endorsement.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete a case study for implementation in the classroom and complete the course assessment.
- b. Participants' knowledge and skills will be assessed during each session activity by monitoring discussions, activity artifacts, and action step development.
- c. Participants will implement instructional strategies
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-013-014 PDA Exploring Structured Literacy, BEESS Portal

Component Title: PDA Exploring Structured Literacy, BEESS Portal

Component Number: 1-013-014

Inservice Points: 40

Description of Objectives and Activities to be Completed:

Participants will 1) Develop a substantive understanding that Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels, 2) Develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S. 3) Plan and implement strategies to meet the needs of various exceptionalities with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

This component is completed through the BEESS Portal.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will participate in blended learning models and produce a portfolio of implementation and student work.
- b. Participants will compose a culminating reflection essay to demonstrate knowledge and abilities and how the new learnings will continue to be reflected within their classroom instruction.
- c. Participants will design and implement changes in instructional or learning environment practices within their own classrooms or directly with students.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments due to changes in teacher practice.

1-013-015 PDA - Science of Reading - BEES Portal

Component Title: PDA - Science of Reading - BEES Portal

Component Number: 1-013-015

Inservice Points: 5

Description of Objectives and Activities to be Completed:

Science of Reading: An Introduction course. Participants will deepen their knowledge about the science of reading, gain an understanding of how the reading brain develops, and take a deeper look into how word recognition and language comprehension are critical to skilled reading. The course will also provide practical ways to incorporate the principles of the science of reading into instruction.

This course is completed through the BEES portal. Once completed please go to the Reading 40 Tile in the portal to upload your certificate on the Reading Required Courses page.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an online course with an end-of-course assessment.
- b. Participants' knowledge and skills will be assessed during each session activity through online coursework with assessments.
- c. Participants will design lesson plans that incorporate instructional practices that align with the science of reading.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-013-016 Erasing the Misery of Reading and Spelling

Component Title: Erasing the Misery of Reading and Spelling

Component Number: 1-013-016

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand the underlying causes of reading and spelling difficulties in students, 2) Learn evidence-based strategies for teaching phonemic awareness, phonics, and word recognition, 3) Explore differentiated instruction techniques to meet the diverse needs of learners in the classroom, 4) Apply learned techniques and approaches to effectively teach reading and spelling across different content areas.

Activities: 1) Participants will have opportunities to practice implementing evidence-based instructional strategies, such as multisensory phonics instructions and vocabulary development techniques, 2) Explore strategies and structures to teach multi-syllabic words.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-013-017 New Worlds Reading Teacher Professional Learning

Component Title: New Worlds Reading Teacher Professional Learning

Component Number: 1-013-017

Inservice Points: 8

Description of Objectives and Activities to be Completed:

Participants will 1) Connect New Worlds Reading book delivery to classroom instruction, 2) Gain knowledge on the Science of Reading, 3) Learn how to use children’s literature to teach Florida’s grade-level standards 4) Improve student literacy outcomes.

Participants will participate in the summer learning program. This program consists of in-person training and resources to take back to the classroom that connect the New Worlds Reading Initiative home book delivery program to literacy instruction.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives
- b. Participants’ knowledge and skills will be assessed during the in person session activity through monitoring of discussions, activity artifacts, and action step development.
- c. Participants will plan lessons to incorporates resources and instructional strategies in the classroom.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-015-001 Science Curriculum Instruction

Component Title: Science Curriculum Instruction

Component Number: 1-015-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) engage in opportunities to deepen their understanding of state science standards, 2) engage in learning opportunities that show how the District-adopted science curriculum supports benchmark-aligned instruction, 3) Create appropriate 5-E lesson plans aligned to state benchmarks.

Participants will have multiple opportunities throughout the year that will include: 1) textbook-specific instruction, 2) engagement strategies utilizing supplemental resources.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the component objectives.
- b. Participants' knowledge and skill will be assessed throughout the course through completion of skill-based tasks and activities.
- c. Participants will reflect on what practice or skill will be immediately implemented in their classroom based on the learning, collaboration, and activities of the course.
- d. Student achievement will increase as evidenced by State, District, and/or Local assessments.

1-015-002 Science Collaboratives

Component Title: Science Collaboratives

Component Number: 1-015-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) engage in opportunities to deepen their understanding of state science standards, 2) engage in learning opportunities that show how the District-adopted science curriculum supports benchmark-aligned instruction, 3) Create appropriate 5-E lesson plans aligned to state benchmarks, 4) Reflect on data and action steps to make adjustments as needed to achieve school/classroom improvement goals.

Participants will have multiple opportunities throughout the year that will include: 1) Exploration of evidence-based instructional practices, 2) Small group collaborative discussions, 3) Data review and action response planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida Science Benchmarks, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school/ classroom improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-015-004 Science Instructional Best Practices

Component Title: Science Instructional Best Practices

Component Number: 1-015-004

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) engage in learning opportunities that show how the District-adopted science curriculum supports benchmark-aligned instruction, 2) Create appropriate 5-E lesson plans aligned to state benchmarks, 3) Use district-aligned research-based resources to strengthen daily classroom instruction and, 4) Use research-based resources to create a positive, collaborative, classroom climate.

Participants will have multiple opportunities throughout the year that will include: 1) research-based resource studies, 2) engagement strategies utilizing supplemental resources, 3) behavior strategies using the district's vision and supporting documentation.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the component objectives.
- b. Participants' knowledge and skill will be assessed throughout the course through completion of skill-based tasks and activities.
- c. Participants will reflect on what practice or skill will be immediately implemented in their classroom based on the learning, collaboration, and activities of the course.
- d. Student achievement will increase as evidenced by State, District, and/or Local assessments.

1-016-001 Social Studies Collaboratives

Component Title: Social Studies Collaboratives

Component Number: 1-016-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in Florida Social Studies Content, Student Learning, Continuous School Improvement; and the Learning Environment ; 2) Design and enact school and classroom-based action steps aligned to FL SS standards, the CCDS Instructional Vision, and School Improvement Plans; 3) Reflect on data and action steps to make adjustments as needed to achieve school/classroom improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions; 3) Data review and response planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the FL SS standards, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school/classroom improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-016-002 Social Studies Guided Curriculum Development

Component Title: Social Studies Guided Curriculum Development

Component Number: 1-016-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Learn the basics of curriculum development methods; 2) Develop skills to design engaging and effective curricula for all students; 3) Gain hands-on experience in planning, developing, and assessing curriculum.

Participants will participate in sessions each school year to include the following: 1) Exploration of evidence-based curriculum development approaches; 2) Small group collaborative discussions around aligning curriculum with the benchmarks and pacing; 3) Planning for and designing resources aligned to state standards.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, self-reflection, and action step development
- c. Participants will take ownership of their learning through designing and enacting action steps aligned to the FL SS standards, CCDS Instructional Vision, and School Improvement
- d. Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school/classroom improvement goals.
Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-016-003 Social Studies Guided Curriculum Implementation

Component Title: Social Studies Guided Curriculum Implementation

Component Number: 1-016-003

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge around their content-specific Social Studies curriculum; 2) Collaborate with colleagues to share insights, resources, and successful practices in curriculum implementation; 3) Reflect on their experiences in planning for and implementing curriculum to identify areas of strength and improvement in their implementation process.

Participants will participate in sessions each school year to include the following: 1) Utilize a variety of resources such as textbooks, online databases, and professional learning materials to enhance knowledge in this area; 2) Participate in whole group and small group discussions to share current practices; 3) Participate in small group discussions to identify areas of strength and opportunities for growth when implementing curriculum.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, self-reflection, and action step development
- c. Participants will take ownership of their learning through designing and enacting action steps aligned to the FL SS standards, CCDS Instructional Vision, and School Improvement
- d. Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school/classroom improvement goals.
Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-017-001 Writing with the BEST K-12

Component Title: Writing with the BEST K-12

Component Number: 1-017-001

Inservice Points: 60 points maximum

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge of the B.E.S.T. benchmarks for writing, 2) Develop an understanding of evidence-based practices for teaching writing to K-12 students, 3) Design writing tasks which integrate reading and writing, 4) Reflect on how to use writing rubrics to analyze student writing and inform instruction and feedback.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will utilize their understanding of the B.E.S.T. benchmarks for writing and writing rubrics to design benchmark-aligned writing tasks, implement evidence-based writing instruction, and reflect on student writing to inform instruction in order to achieve school improvement goals
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-100-001 Access Points Standards in Inclusion

Component Title: Access Points Standards in Inclusion

Component Number: 1-100-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Access Points Standards, 2) Design and enact instructional plans aligned to access points standards, 3) Reflect on data and action steps to make adjustments as needed for student achievement.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices for students with significant cognitive disabilities, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through group discussions and activities.
- c. Participants will design and enact action steps aligned to responding to the needs of students with disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-100-02 Students with Disabilities

Component Title: Students With Disabilities (CCEA)

Component Number: 1-100-002

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will participate in multiple modules offered three times each school year to include the following:
1) Exploration of research-based strategies that will create an effective learning environment for students with disabilities, 2) Small group collaborative discussions, 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
Participants will design and enact action steps aligned to the CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to create an effective learning environment for students with disabilities.

1-106-001 Gifted Competency 2 - Curriculum and Instruction

Component Title: Gifted Competency 2 - Curriculum and Instruction

Component Number: 1-106-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Curriculum and Instructional Strategies for Teaching Gifted Students provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: 1) Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. 2) Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. 3) Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. 4) Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. 5) Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. 6) Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Participants will: 1) Glean information through: Lecture, Discussion, Demonstration, Audio-visual aids, Laboratory activities (role-playing), Conferences and Seminars (with proper documentation), Distance Learning Activities (e.g. webinars); 2) Develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program; and 3) Engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.

b. Participants' knowledge and skills will be assessed through an electronic platform interactively with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning. Additionally, each participant will complete one or more of the following:

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

c. Component efficacy of changing educator dispositions or practice in educational settings will be evaluated through changes in instructional or learning environment practices and changes in observed educator proficiency in implementing targeted standards or initiatives. Additionally, participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

d. Component efficacy of improving student outcomes will be evaluated through results of school/teacher constructed student growth measure(s) that track student progress and observation of student performance. Additionally, periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

1-401-002 School Assessment Coordinator Trainings

Component Title: School Assessment Coordinator Trainings

Component Number: 1-401-002

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their skills in interpretation of Florida Assessment of Student Thinking (FAST) implementation, 2) Be able to use TIDE in preparation for the FAST and BEST Assessments, 3) Be able to support school based proctors for FAST and BEST Assessments, 4) Be up-to-date on State assessment requirements, 5) Ensure percentages of student completion meet state requirements.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices, 2) Small group collaborative discussions.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions and assessment implementation.
- c. Participants will design and enact action steps that increase assessment participation.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-407-001 Information Literacy

Component Title: Information Literacy

Component Number: 1-407-001

Inservice Points: 120 points maximum

Description of Objectives and Activities to be Completed:

Participants will: 1) Identify and implement research-based practices to enhance student learning in information literacy; 2) Describe the process used to select materials for the media center; 3) Demonstrate knowledge of current copyright procedures and policies; 4) Develop knowledge and implement techniques for motivating students in library media/information literacy; 5) Create more efficient and effective learning environments at all grade levels.

Participants will participate in multiple sessions each school year to include the following: 1) Implement instructional strategies that will create a more individualized learning environment; 2) Evaluate effective research-based instructional strategies; 3) Collection development discussions.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed each session activity through the monitoring of discussions, activity artifacts, and action step developments.
- c. Participants will design lessons related to information literacy to improve student achievement, curate a library collection reflective of community needs, and design a school-wide reading motivation program.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-408-001 Integrated Guided Curriculum Implementation

Component Title: Integrated Guided Curriculum Implementation

Component Number: 1-408-001

Inservice Points: 18

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge around their content-specific curriculum; 2) Collaborate with colleagues to share insights, resources, and successful practices in curriculum implementation; 3) Reflect on their experiences in planning for and implementing curriculum to identify areas of strength and improvement in their implementation process.

Participants will participate in sessions each school year to include the following: 1) Utilize a variety of resources such as textbooks, online databases, and professional learning materials to enhance knowledge in this area; 2) Participate in whole group and small group discussions to share current practices; 3) Participate in small group discussions to identify areas of strength and opportunities for growth when implementing curriculum.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, self-reflection, and action step development
- c. Participants will take ownership of their learning through designing and enacting action steps aligned to their current benchmarks, CCDS Instructional Vision, and School Improvement
- d. Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school/classroom improvement goals.
Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-408-002 AICE Subject-Area Best Practice Roundtable

Component Title: AICE Subject-Area Best Practice Roundtable

Component Number: 1-408-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in instructional strategies to support the Advanced International Certificate of Education (AICE) in the following subject areas: English Language; English Literature; General Paper; Global Perspectives; Chemistry; Biology; Physics; Geography; European History; US History; Spanish; Thinking Skills; Math 1; International History; and Psychology, 2) Design and enact school-based action steps aligned to best practices , 3) Reflect on data and action steps to make adjustments as needed to improve district-wide consistency in implementing the AICE curriculum.

Participants will participate in sessions to include the following: 1) Exploration of evidence-based instructional practices. 2) Small group collaborative discussions, 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-700-001 ESOL Endorsement: Methods of Teaching ESOL

Component Title: ESOL Endorsement: Methods of Teaching ESOL

Component Number: 1-700-001

Inservice Points: 60 points maximum

Description of Objectives and Activities to be Completed:

Participants will:

1) Demonstrate knowledge of Florida’s educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs. 2) Apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition. 3) Develop skills and knowledge to ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of evidence-based practices and requirements in the field of ESOL as identified in FI Rule 6A-4.02451.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will use the knowledge to increase their efficacy in the area of teaching English language learners.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-700-002 ESOL: Understanding & Implementing ESOL Instruction

Component Title: ESOL: Understanding & Implementing ESOL Instruction

Component Number: 1-700-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge of the WIDA Language Standards, 2) Develop their understanding of academic content standards for English Language Learners, 3) Develop their knowledge of the 6 Levels of English Language Proficiency and their descriptors, 4) Develop their understanding of planning comprehensible instruction using the English Language Proficiencies, 5) Develop their understanding of designing and implementing comprehensible instructional opportunities and strategies for developing progress towards or mastery of academic content standards.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices for English Language Development, 2) Small group collaborative discussions, 3) Data review and action planning, 4) School-based classroom walkthroughs with facilitated debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and comprehensible instructional practices.
- c. Participants will design and implement comprehensible instructional opportunities through the use of scaffolding up and instructional practices aligned to the content area standards that lead to increased student achievement, using data and school-based classroom walkthroughs to reflect on the instructional practices and make adjustments as needed to increase English Language Learners' content knowledge.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

1-701-001 ESOL Endorsement: Testing and Evaluation

Component Title: ESOL Endorsement: Testing and Evaluation

Component Number: 1-701-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will:

1. Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.
2) Use assessment data to distinguish language proficiency from other learning needs. 3) Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas. 3) Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.
2. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of using a variety of assessment data to identify the appropriate instructional approach, scaffolds, differentiation of instruction, as well as monitor student progress, achievement, and learning gains as identified in FI Rule 6A-4.02451

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will use a variety of assessment data to monitor, identify and plan for the appropriate instructional approach, select appropriate scaffolds and differentiation of instruction.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and reflective responses.
- c. Participants will use the knowledge to increase teacher efficacy in the area of teaching English language learners.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-702-001 ESOL Endorsement: Applied Linguistics

Component Title: ESOL Endorsement: Applied Linguistics

Component Number: 1-702-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will:

- 1) Demonstrate understanding of the components of the English language: phonology, morphology, syntax, semantics, and pragmatics as an integrative and communicative system. 2) Apply knowledge of English proficiency levels to support language acquisition across the four language domains. 3) Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose. 4) Identify similarities and differences between English and other languages to inform instructional approaches.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels as identified in FI Rule 6A-4.02451.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will demonstrate and model understanding that language is a system that adjusts according to context, audience, and purpose across all four language domains.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will use the knowledge to increase their efficacy in the area of teaching English language learners.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-702-002 ESOL: English Language Development (ELD) & Curriculum

Component Title: ESOL: English Language Development (ELD) & Curriculum

Component Number: 1-702-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge of the WIDA Language Standards, 2) Develop their understanding of planning, utilizing, and facilitating English Language Development using adopted curriculum and resources, 3) Develop their understanding of designing and implementing instructional opportunities and strategies for English Language Development.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices for English Language Development, 2) Small group collaborative discussions, 3) Data review and action planning, 4) School-based classroom walkthroughs with facilitated debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, instructional practices and curriculum implementation.
- c. Participants will design and implement instructional opportunities aligned to the WIDA Language Standards that lead to increased student achievement, using data and school-based classroom walkthroughs to reflect on the instructional practices, curriculum implementation and make adjustments as needed to increase English language acquisition.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-703-001 ESOL Endorsement: Curriculum and Materials Development

Component Title: ESOL Endorsement: Curriculum and Materials Development

Component Number: 1-703-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will:

- 1) Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment. 2) Plan learning tasks to meet the needs of ELLs with interrupted or limited Education. 3) Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data. 4) Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate understanding of planning and delivering lessons that include English language acquisition, using technological tools and benchmarks-aligned resources to meet the needs of ELLs at varying English proficiency levels. as identified in FI Rule 6A-4.02451.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will plan and deliver a model lesson that includes English language acquisition, using technological tools and benchmarks-aligned resources to meet the needs of ELLs at varying English proficiency levels.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will use the knowledge to increase teacher efficacy in the area of teaching English language learners.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

1-704-001 ESOL: For Category II Teachers

Component Title: ESOL: For Category II Teachers

Component Number: 1-704-001

Inservice Points: 60 points

Description of Objectives and Activities to be Completed:

Participants will 1) Demonstrate knowledge of Florida’s educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs. 2) Demonstrate understanding that language is a system to support ELLs’ acquisition of English at varying proficiency levels 3) Demonstrate understanding of lesson planning and delivery that supports English language acquisition, using technological tools and benchmarks-aligned resources. 4) Demonstrate knowledge of using a variety of assessment data to identify the appropriate instructional approach, scaffolds, differentiation of instruction.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate instructional strategies that support ELLs’ learning as identified in FI Rule 6A-4.02451.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will demonstrate and model the integration of appropriate strategies and scaffolds to address the needs of English learners. a. Address the specific objectives;
- b. Participants’ knowledge and skills will be assessed during session activities through monitoring of discussions, activity artifacts, and action step development. Component efficacy of increasing educator knowledge and skill;
- c. Participants will use knowledge to increase efficacy in the area of teaching English learners. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments. Component efficacy of improving student outcomes

1-705-001 ESOL Endorsement: Communication and Understanding for English Language Learners

Component Title: ESOL Endorsement: Communication and Understanding for English Language Learners

Component Number: 1-705-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will:

- 1) Provide instruction and experiences that meet individual student needs. 2) Model appropriate language and behaviors expected in U.S. school settings and workplaces. 3) Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement. 4) Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress as identified in FI Rule 6A-4.02451.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will plan and deliver a model lesson that includes strategies that support ELLs academic content learning, including roles, rights, and responsibilities of U.S. citizens.
- b. Participants will use the knowledge to increase teacher efficacy in the area of teaching English language learners.
- c. Participants will use the knowledge to increase teacher efficacy in the area of teaching English language learners.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

2-011-001 Athletic Coaching Endorsement-Injury Care and Prevention

Component Title: Athletic Coaching Endorsement-Injury Care and Prevention

Component Number: 2-011-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about how to care for and prevent athletic injuries.

Participants will: 1) Select appropriate care strategies for athletics who get injured; 2) Understand and implement effective assessment of athletic injuries so that proper care can be provided to students; 3) Outline the development of effective injury prevention strategies to be followed by coaches; 4) Define methods used to evaluate student progress and program effectiveness; 5) Analyze and utilize evaluated data when redesigning programs; 6) Utilizing data, identify areas of growth and determine effective strategies for the care and prevention of athletic injuries.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students.
- b. Teachers will engage actively in instructional inquiry in the context of online coursework, focused on instructional and coaching improvement and student athletic achievement.
- c. Participants will develop an action plan for demonstrating the objectives in the workplace.
- d. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

2-011-002 Athletic Coaching Endorsement- Coaching Theory and Practice

Component Title: Athletic Coaching Endorsement- Coaching Theory and Practice

Component Number: 2-011-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about coaching theory and practice.

Participants will: 1) Select appropriate coaching strategies for students who participate in athletics; 2) Understand and implement effective athletic assessment of students in order to create a united team; 3) Outline the development of effective lessons for athletic students; 4) Distinguish characteristics of positive behavior supports for effective instruction of students in athletics; 5) Define methods used to evaluate student progress and program effectiveness; 6) Analyze and utilize evaluated data when redesigning programs; 7) Utilizing data, identify areas of growth and determine effective strategies for students in athletics.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students.
- b. Teachers will engage actively in instructional inquiry in the context of online coursework, focused on instructional and coaching improvement and student athletic achievement.
- c. Participants will develop an action plan for demonstrating the objectives in the workplace.
- d. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

2-013-001 FEA 40-hour Reading/ESE Course

Component Title: FEA 40-hour Reading/ESE Course

Component Number: 2-013-001

Inservice Points: 40

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills of evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction that develops phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies, 2) Learn instructional practices that focus on oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension, 3) Develop knowledge about The Science of Reading as well as interventions required for students with reading challenges including ELLs, dyslexia, ADHD, SLD, and additional special needs.

Participants will participate in face-to-face and virtual workshops which include the following: 1) Exploration of evidence-based reading instruction, 2) Small group collaborative discussions, 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and implement lesson plans aligned CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the lessons and make adjustments as needed to increase student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

2-013-005 Literacy Coach Endorsement

Component Title: Literacy Coach Endorsement

Component Number: 2-013-005

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Improve coaching knowledge and skills by engaging in reading, analyzing videos, participating in activities related to standards collaboratively, and developing culminating projects to support the implementation of strategies, 2) Complete state-approved pathways that meet the criteria of the Florida Literacy Coaching Endorsement, 3) Be able to understand fostering a positive culture, apply effective pedagogy, collect data and design instruction practices, and plan, implement, and analyze standards-based literacy instruction.

The completion of the approved courses meets the requirements for continued professional growth to increase knowledge of and ability to apply effective pedagogy and andragogy. The role of the literacy coach is defined by State Board Rule 6A-6.053, F.A.C. The CARES Act established the initiative to develop endorsement courses.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will apply effective methods for planning, implementing and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices.
- b. Participants will collect and use data on instructional practices to inform and implement professional learning opportunities. This work will be monitored through discussions, artifacts, and action-step planning.
- c. Participants will lead learning with teachers and the literacy team to increase greater efficacy for instructional staff. This is monitored through session, teacher, and administrator feedback.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

2-013-006 Literacy Coach Endorsement Train-the-Trainer

Component Title: Literacy Coach Endorsement Train-the-Trainer

Component Number: 2-013-006

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants must have a Literacy Coach Endorsement. Participants will: 1) Complete train-the-trainer modules to be able to provide district-based learning for others in Literacy Coach Endorsement, 2) Build upon prior learning for effective literacy coaching to improve coaching knowledge and skills by engaging in reading, analyzing videos, and developing calumniating projects, 3) Build facilitation skills to be able to guide the learning of a coach cohort in the state-approved endorsement work.

Participants must be certified or endorsed in reading (Reading Endorsement must be on Florida Professional Certificate). For district literacy leaders to become a facilitator, the following minimum qualifications are required: 1) Five (5) years of literacy teaching experience; 2) Three (3) years of literacy coaching experience and leading professional learning in literacy; 3) Possess extensive knowledge in: 1) Science of reading; 2) Evidence-based practices as defined pursuant to s. 1011.62(8), F.S.; and Literacy coaching.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Complete a state train-the-trainer course to deepen coaching techniques, pedagogy, and facilitation of a coach endorsement course as approved by the state of Florida.
- b. Participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching.
- c. Participants will create data-driven action steps and implement coaching cycles with teachers creating performance tasks and feedback documentation.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

2-100-001 Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Component Title: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Component Number: 2-100-001

Inservice Points: 80

Description of Objectives and Activities to be Completed:

Participants will: 1) Increase their understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings, 2) Increase the knowledge and skills of the functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed, 3) Reflect on evidence-based instructional strategies to develop communication, social, self-help, and academic skills linked to behavioral needs.

Participants will:

- 1) Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
- 2) Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
- 3) Define applied behavioral analysis.
- 4) Describe possible reasons for self-stimulatory, repetitive behaviors.
- 5) Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
- 6) Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
- 7) Describe methods for identifying reinforcers including parent input.
- 8) Develop a classroom token economy system that incorporates different schedules of reinforcement.
- 9) Plan instruction for social skills.
- 10) Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
- 11) Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
- 12) Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
- 13) Identify proactive and preventative methods for addressing problem behaviors.
- 14) Describe visual strategies that may prevent inappropriate behavior.
- 15) Identify, define, and prioritize target behaviors.
- 16) Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
- 17) Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
- 18) Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)

- 19) Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
- 20) Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each activity through the monitoring of discussions, oral/written reflection, participant products, quizzes, discussion groups and case study participation.
- c. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.

2-100-002 High Leverage Practices (HLPs)

Component Title: High Leverage Practices (HLPs)

Component Number: 2-100-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills of High Leverage Practices in the areas of: Collaboration; Assessment; Social Emotional, and Instructional, 2) Design and enact action steps aligned to the HLPs to support all learners, 3) Reflect on data and action steps to make adjustments to instruction to ensure student success.

Participants will have the opportunity to participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based High Leverage Practices, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the HLPs and CCDS Instructional Vision, that lead to increased student achievement, using data to reflect and make adjustments to instruction as needed to ensure student success.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

2-100-003 ESE Summer Summit

Component Title: ESE Summer Summit

Component Number: 2-100-003

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in various areas of Exceptional Student Education, 2) Design and enact action steps aligned to best practices when working with students with disabilities, 3) Reflect on data and action steps to make adjustments as needed to support students with disabilities.

Participants will have the opportunity to participate in multiple sessions throughout the year that may include the following: 1) Exploration of evidence-based practices to support students with disabilities, 2) Collaborative discussions, and 3) Data review and action planning to support all students.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps to implement best practices for students with disabilities, and that are aligned to the CCDS Instructional Vision that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to ensure student success.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

2-100-004 BEESS SWD (Bankable)

Component Title: BEESS SWD (Bankable)

Component Number: 2-100-004

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Increase their ability to respond to the needs of students with disabilities through a variety of online courses, 2) Design and enact action steps aligned to instruction for students with disabilities, 3) Reflect on data and action steps to make adjustments as needed to exceptional student education services.

Participants will have the opportunity to engage in multiple courses each school year to include the following: 1) Exploration of evidence-based instructional practices for SWD, 2) Review content-related activities and assessments to support SWD, and 3) Data review and action planning to support learners with exceptionalities.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through course assessment checks.
- c. Participants will design and enact action steps aligned to responding to the needs of students with disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

2-100-005 Autism Modules

Component Title: Autism Modules

Component Number: 2-100-005

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Increase their ability to respond to the needs of students with disabilities through a variety of online courses, 2) Design and enact action steps aligned to instruction for students with autism spectrum disorder (ASD), 3) Reflect on data and action steps to make adjustments as needed to exceptional student education services.

Participants will have the opportunity to engage in multiple courses each school year to include the following: 1) Exploration of evidence-based instructional practices for students with disabilities, 2) Review content-related activities and assessments to support SWD, and 3) Data review and action planning to support learners with exceptionalities.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through course assessment checks.
- c. Participants will design and enact action steps aligned to responding to the needs of students with reading difficulties and/or disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

2-100-006 Reading Difficulties, Disabilities, and Dyslexia

Component Title: Reading Difficulties, Disabilities, and Dyslexia

Component Number: 2-100-006

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Increase their ability to respond to the needs of students with reading difficulties and disabilities through an online course; 2) Design and enact action steps aligned to literacy instruction through a multi-sensory approach for struggling students; 3) Reflect on data and action steps to make adjustments to reading instruction as needed to meet the needs of all learners.

Participants will have the opportunity to engage in the course to include the following: 1) Exploration of evidence-based instructional reading practices for students with difficulties and/or disabilities; 2) Review content-related activities and assessments to support struggling readers; and 3) Data review and action planning to support learners with a multi-sensory literacy approach.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through course assessment checks.
- c. Participants will design and enact action steps aligned to responding to the needs of students with reading difficulties and/or disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

2-100-007 Structured Literacy Through a Multi-Sensory Approach

Component Title: Structured Literacy Through a Multi-Sensory Approach –BEESS Portal

Component Number: 2-100-007

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop a deeper knowledge of how to build foundational reading skills; 2) Explore tools and resources to use multisensory structured literacy instruction to close the achievement gap between struggling readers, including students with disabilities and dyslexia, and their grade level peers; and 3) Review each component of structured literacy with examples of evidence based multisensory instruction in each unit that build on one another systematically.

This course is completed online through the BEESS Portal.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through course assessment checks.
- c. Participants will design and enact action steps aligned to responding to the needs of students with reading difficulties and/or disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

2-100-008 High Leverage Practices Badge (UNF)

Component Title: High Leverage Practices Badge (UNF)

Component Number: 2-100-008

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills of HLPs, 2) Be introduced to the research from the Cedar Center on HLPs 3) Explore how HLPs help teachers to target and meet the needs of diverse students 4) Design instruction based on the 4 HLP domains 5) Use case studies to better understand how to enact and monitor the effects of HLP's on student success

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of impact on engagement, motivation and academic success, 2) video examples of HLPs in action, 3) conduct a classroom-audit of current practices and where HLPs can be incorporated, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.

Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints

Participants HLP integration will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)

Student achievement will increase as evidenced by state, district, and/or school-based assessments

2-103-001 Intro to ESE: Demystifying Special Education (UNF)

Component Title: Intro to ESE: Demystifying Special Education (UNF)

Component Number: 2-103-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in ESE, 2) Demystify legal jargon of special education 3) Explore historical roots of special education 4) Learn the basics of accommodations, modifications & IEPs 5) Enact and Monitor the effects of meeting individual needs in the classroom

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of history of ESE, 2) video examples of the accommodations and modifications in action, 3) conduct a self-audit of current practices, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants ESE practices will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

2-106-001 Gifted Competency 5 - Theory of Creativity

Component Title: Gifted Competency 5 - Theory of Creativity

Component Number: 2-106-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Theory and Development of Creativity is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants. Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: 1) Knowledge of the nature and definition of creativity; 2) Self-reflection and strategies to enhance personal creativity; 3) Ideas and strategies for teaching students to develop and use their creativity.

Participants will: 1) Gain information through: Lecture, Discussion, Demonstration, Audio-visual aids, Laboratory activities (role-playing), Conferences and Seminars (with proper documentation), Distance Learning Activities (e.g. webinars); 2) Develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program; and 3) Engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through an electronic platform interactively with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning. Additionally, each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the

component (implementation) may be developed by participants and component providers.

c. Component efficacy of changing educator dispositions or practice in educational settings will be evaluated through changes in instructional or learning environment practices and changes in observed educator proficiency in implementing targeted standards or initiatives. Additionally, participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

d. Component efficacy of improving student outcomes will be evaluated through results of school/teacher constructed student growth measure(s) that track student progress and observation of student performance. Additionally, periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

2-106-002 Gifted Competency 4 - Special Populations

Component Title: Gifted Competency 4 - Special Populations

Component Number: 2-106-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Education of Special Populations of Gifted Students course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: 1) The teacher's own prejudices and stereotypes concerning students who are diverse and gifted; 2) The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students; 3) The cognitive, physical, and affective characteristics of diverse gifted children; 4) Skills to assist in the screening and identification process; 5) The process and content of individual psychological testing and assessment in the identification of the gifted; 6) The essential role of collaboration in supporting the needs of children from diverse populations who are gifted; 7) Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through an electronic platform interactively with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning. Additionally, each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.
- c. Component efficacy of changing educator dispositions or practice in educational settings will be evaluated through changes in instructional or learning environment practices and changes in observed educator

proficiency in implementing targeted standards or initiatives. Additionally, participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

d. Component efficacy of improving student outcomes will be evaluated through results of school/teacher constructed student growth measure(s) that track student progress and observation of student performance. Additionally, periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

2-408-000 OneClay Vision Strong Instructional Practices

Component Title: OneClay Vision Strong Instructional Practices

Component Number: 2-408-000

Inservice Points: 24

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills of strong instructional practices such as: 1) grade-level tasks/rigorous content, academic ownership, student engagement, and demonstration of understanding; 2) Design and enact action steps aligned to the CCDS Instructional Vision; 3) Reflect on data and action steps to make adjustments as needed to achieve instructional improvement goals.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the CCDS Instructional Vision that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

2-408-002 Beginning Educator Induction

Component Title: Beginning Educator Induction

Component Number: 2-408-002

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS): Instructional Design and Lesson Planning, The Learning Environment, Instructional Design and Facilitation, Assessment, Continuous Improvement, Responsibility, and Ethical Conduct, 2) Understand the Vision for Instruction, 3) Design and implement a positive classroom management plan, 4) Develop standards aligned lesson plans, 5) Determine methods for checking for understanding, analyzing data, and responding to students, 6) Understand the obligations of the profession and expectations for highly effective educators

Multiple sessions will be provided each school year that include the following: 1) Exploration of evidence-based classroom management and instructional practices, 2) Debrief models/examples and non-examples, 3) Small group collaborative discussions, 4) Data review and action planning, 5) Reflection and celebrations of growth.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the FEAPS, CCDS Instructional Vision, and teacher support continuum that lead to increased teacher proficiency and student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

2-408-003 Professional Learning Communities

Component Title: Professional Learning Communities

Component Number: 2-408-003

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) work collaboratively within a professional learning community through inquiry cycles focused on the 4 Critical PLC questions, Collaborative Team Actions, and the OneClay Vision of Instruction; 2) Learning teams will Design and enact action steps to increase collective teacher efficacy and student achievement; 3) Reflect on data and action steps to make adjustments as needed to achieve goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions focussed on the 4 Critical PLC questions and Collaborative Team Actions; 3) Data review and action planning, 4) Student work analysis protocols

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

2-408-004 New Teacher Network: Professional Learning Certification Program

Component Title: New Teacher Network: Professional Learning Certification Program

Component Number: 2-408-004

Inservice Points: 24

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS): Instructional Design and Lesson Planning, The Learning Environment, Instructional Design and Facilitation, Assessment, Continuous Improvement, Responsibility, and Ethical Conduct, 2) Plan utilizing the practice profiles: explicit, systematic, scaffolding, corrective feedback, and differentiated instruction, 3) Refine communication and management plans to foster positive relationships, 4) Determine highly effective instructional strategies that compliment intended instructional outcomes, 5) Plan to meet the needs of all learners through universal design, scaffolding, and differentiation of lessons

Multiple sessions each school year will be offered that include the following: 1) Exploration of evidence-based classroom management and instructional practices, 2) Debrief models/examples and non-examples, 3) Small group collaborative discussions, 4) Completion of artifacts and evidence in demonstration of mastery of PLCP tasks, 5) Engagement structures and strategies, 6) Reflection and celebrations of growth.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and implementation reflections submitted as coursework in accompanying PLCP modules.
- c. Participants will design and enact plans that demonstrate their competence with the FEAPS which will be submitted with the PLCP course platform.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

2-408-005 Introduction to Instructional Strategies Notebooks

Component Title: Introduction to Instructional Strategies Notebooks

Component Number: 2-408-005

Inservice Points: 10

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS): Instructional Design & Facilitation and Assessment, 2) Be introduced in more depth to OneClay Vision for instruction elements and the Principles of strong instruction, 3) Consider the impact of teacher intentional planning on management and engagement, 4) Develop and enact specific action steps based on learning to improve instructional practices and student achievement.

Participants will participate in a series of self-paced learning session to include the following: 1) Exploration of engagement and monitoring progress on student ownership, motivation, and achievement, 2) Video examples of the instructional practices in action, 3) Conduct a self-audit of current practices, 4) Access bank of additional resources and/or facilitator for additional support.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be self-assessed in the instructional practices audit and by following the steps to review data, as well as with feedback which seeks participant evaluation of impact of course.
- c. Participants application of instructional strategies will increase as evidenced by district walkthrough dashboard of classroom informal observations
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

2-517-001 Facilitating High Quality Professional Learning

Component Title: Facilitating High Quality Professional Learning

Component Number: 2-517-001

Inservice Points: 25

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in designing and facilitating high quality professional learning experiences; 2) Design and facilitate professional learning opportunities that align and support school improvement efforts; 3) Collect and reflect on data to create action steps and adjustments needed to achieve school improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based professional learning experiences and instructional practices; 2) Small group collaborative discussions; 3) Implementation of professional learning opportunities; 4) Data review and action steps; 5) Facilitated reflection on effectiveness of the professional learning opportunity.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and facilitate professional learning experiences aligned to CCDS Instructional Vision and School Improvement Plans that lead to increased student achievement, using data to reflect on action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

3-003-001 Computer Science

Component Title: Computer Science

Component Number: 3-003-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Computer Science Standards: Communication and Collaboration; Communication Systems and Computing; Computer Practices and Programming; and Personal, Community, Global, and Ethical Impact; 2) Design and implement lesson plans aligned the Florida Computer Science Standards; 3) Reflect on lesson outcomes to make adjustments as needed to achieve school improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of computer science content standards; 2) Collaborative planning for standards aligned lessons; 3) Collaborative review of lesson outcomes.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and lesson development.
- c. Participants will design and implement lessons aligned to the Florida Computer Science Standards that lead to increased student achievement, using data to reflect on the lesson outcomes and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-003-002 Preparation for Florida Teaching Certification Examination for Computer Science

Component Title: Preparation for Florida Teaching Certification Examination for Computer Science

Component Number: 3-003-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the competencies designated on the Florida Teaching Certification Examination for Computer Science.

Participants will participate in a series of online learning modules that cover both the basics of programming and the pedagogy of teaching programming in a blended classroom. Each module is made up of short video tutorials, programming exercises, open-ended responses, debugging problems, and grading practice.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each module through completion of online activities.
- c. Participants will complete the Florida Teaching Certification Examination for Computer Science.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-100-001 Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Component Title: Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Component Number: 3-100-001

Inservice Points: 80

Description of Objectives and Activities to be Completed:

Participants will: 1) Describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT; 2) Participants will understand the importance of transition planning for students with ASD.

Participants will:

- 1) Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
- 2) Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
 - a) Single message
 - b) Picture communication systems
 - c) Manual communication boards
 - d) Voice output communication devices
 - e) Dynamic display devices
- 3) Consider different options for symbols as communication tools: objects, photos, symbols, etc.
- 4) Identify the differences between communication systems and choice systems.
- 5) Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
- 6) Describe how to individualize a communication system for an individual student.
 - a) Identify vocabulary the student would need in specific environments.
 - b) Identify opportunities where the student would need to communicate.
- 7) Describe how to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.
- 8) Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
- 9) Demonstrate the ability to work effectively with paraprofessionals, service providers, and general education teachers.
- 10) Describe the process of obtaining an assistive technology evaluation in your district.
- 11) Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.

- 12) Describe an example of low, mid and high-tech technology supports across all areas of development, including:
 - a) communication
 - b) social interactions
 - c) academics
 - d) daily living
 - e) executive functioning
- 13) Describe the benefits of community-based instruction.
- 14) Describe services that support transition, career and vocational development, community participation, and independent living in your community.
- 15) Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
- 16) Describe how individuals with autism are included in transition planning in your district.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
- b. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
- c. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-408-001 CVA Technology Integration and Development

Component Title: CVA Technology Integration and Development

Component Number: 3-408-001

Inservice Points: 80

Description of Objectives and Activities to be Completed:

Participants will: 1) Improve student learning, student engagement, and student behavior, as well as to create more efficient and effective learning environments at all grade levels by integrating technology into the curriculum; 2) Have the opportunity to reflect and determine patterns within current data; 3) It will also enable administrators to recognize and evaluate effective implementation of technology in classrooms.

Participants will participate in multiple sessions each school year to include the following: 1) Opportunity for small group collaboration; 2) Opportunity to utilize artifacts, interactive activities, and other strategies to integrate into the classroom for student success; 3) Opportunity to learn and engage with current topic and trying out strategies as it relates to their classroom data.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be anecdotally assessed during each session with follow up given as needed. One on one or group support will be offered.
- c. Participants will create more efficient and effective learning environments at all grade levels by integrating technology into the curriculum
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-408-002 Technology Backpacks - Enhanced Classroom

Component Title: Technology Backpacks - Enhanced Classroom

Component Number: 3-408-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Gain proficiency in the functionalities and capabilities of the enhanced classroom equipment, including interactive displays, digital whiteboards, multimedia projectors, and associated software applications; 2) Explore innovative pedagogical approaches that leverage enhanced classroom equipment to create dynamic and interactive learning environments; 3) Cultivate strategies for effectively incorporating multimedia resources, digital content, and interactive tools into instructional practices to cater to diverse learning styles and preferences; 4) Encourage reflective practice and ongoing professional development to continuously refine teaching techniques and leverage emerging technologies for enhanced student learning outcomes.

Participants will complete online learning modules on how to utilize enhanced classroom equipment to create engaging and interactive learning experiences that promote student-centered learning, critical thinking skills, and academic achievement. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of the technology backpack.
- c. Participants' knowledge and skills will be assessed through teacher evaluations and walkthroughs.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-408-003 Technology Backpacks - Google Apps for Education

Component Title: Technology Backpacks - Google Apps for Education

Component Number: 3-408-003

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop a deep understanding of the various Google Apps for Education tools, including Google Classroom, Google Drive, Google Docs, Google Sheets, Google Slides, Google Forms, and Google Meet; 2) Explore how Google Apps can be utilized to create engaging and interactive learning materials, facilitate real-time collaboration among students, and provide timely feedback on assignments and assessments; 3) Explore strategies for utilizing Google Classroom as a centralized platform for managing assignments, distributing resources, and facilitating communication and collaboration between teachers and students; 4) Explore how to utilize Google Drive for organizing, storing, and sharing instructional materials, resources, and student work in a secure and accessible manner; 5) Explore how to leverage Google Apps to differentiate instruction, accommodate diverse learning needs, and provide personalized learning experiences for students.

Participants will complete online learning modules to gain a thorough understanding of Google Apps for Education so that they will be able to leverage these powerful tools to create dynamic, collaborative, and personalized learning experiences that enhance student engagement, promote digital literacy skills, and facilitate academic achievement. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of the technology backpack.
- c. Participants' knowledge and skills will be assessed through teacher evaluations and walkthroughs.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-408-004 Skillshop - Google for Education for Educators

Component Title: Skillshop - Google for Education for Educators

Component Number: 3-408-004

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop a deep understanding of Google Workspace for Education, including Basic and Intermediate use of Google Workspace for Education Fundamentals; Premium Teaching and Learning Features; Google Classroom; Practice Sets; Google Tools for In-Person Learning; Chromebooks for Educators; Digital Citizenship and Safety Course; Distance Learning for Educators; Tools for Diverse Learners Training; Support English Language Learners; Inspire Creativity through Learner Engagement; Fundamentals Training; Advanced Training; Certified Trainer Course; and Certified Coach Curriculum. 2) Explore how Google Apps can be utilized to create engaging and interactive learning materials, facilitate real-time collaboration among students, and provide timely feedback on assignments and assessments; 3) Explore strategies for utilizing Google Classroom as a centralized platform for managing assignments, distributing resources, and facilitating communication and collaboration between teachers and students; 4) Explore how to utilize Google Drive for organizing, storing, and sharing instructional materials, resources, and student work in a secure and accessible manner; 5) Explore how to leverage Google Apps to differentiate instruction, accommodate diverse learning needs, and provide personalized learning experiences for students.

Participants will complete in-depth online learning modules created, maintained, and updated by Google Skillshop - Google for Education for Educators to gain a thorough understanding of Google Workspace for Education so that they will be able to leverage these powerful tools to create dynamic, collaborative, and personalized learning experiences that enhance student engagement, promote digital literacy skills, and facilitate academic achievement.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of each Skillshop - Google for Education for Educators module.
- c. Participants' knowledge and skills will be assessed through teacher evaluations and walkthroughs.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-408-005 Technology Backpacks - Google Apps for Productivity

Component Title: Technology Backpacks - Google Apps for Productivity

Component Number: 3-408-005

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Become familiarized with the core applications and features of Google Workspace, including Gmail, Google Drive, Google Docs, Google Sheets, Google Slides, Google Calendar, Google Meet, and Google Chat. 2) Explore best practices for leveraging Google Workspace tools to facilitate seamless collaboration and communication among team members, both within and across departments; 3) Explore advanced features and productivity hacks within Google Workspace applications to streamline workflows, automate repetitive tasks, and improve efficiency; 4) Explore and be encouraged to adopt best security practices and data privacy guidelines within Google Workspace to ensure the confidentiality, integrity, and availability of sensitive information.

Participants will complete online learning modules to learn the necessary knowledge and skills to effectively utilize Google Workspace to empower individuals and teams to collaborate more efficiently, innovate more effectively, and achieve greater levels of productivity and success in their work endeavors. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of the technology backpack.
- c. Participants' knowledge and skills will be assessed through evaluations.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-408-006 Technology Backpacks - Technology Tools

Component Title: Technology Backpacks - Technology Tools

Component Number: 3-408-006

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Identify and explore a variety of technology tools relevant to education; 2) Explore the functionalities, features, and best practices of each technology tool, ensuring they can confidently navigate and utilize them to support teaching and learning objectives.; 3) Explore how technology tools can be strategically integrated into lesson planning and delivery to create dynamic and interactive learning experiences that cater to diverse learning styles, preferences, and abilities; 4) Explore innovative pedagogical approaches and instructional strategies that leverage technology tools to promote active learning, critical thinking, problem-solving skills, and digital literacy among students; 5) Explore technology tools for formative and summative assessment, data-driven decision-making, and providing timely feedback to students to support their academic progress and growth; 6) Explore digital citizenship, responsible use of technology, and ethical considerations in the integration of technology tools into teaching and learning activities.

Participants will complete online learning modules on a diverse range of technology tools, enabling educators to integrate these tools effectively into their instructional practices to enhance student engagement, facilitate personalized learning experiences, and promote academic achievement. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of the technology backpack.
- c. Participants' knowledge and skills will be assessed through teacher evaluations and walkthroughs.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-408-007 Technology Tools

Component Title: Technology Tools

Component Number: 3-408-007

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Identify and explore a variety of technology tools relevant to education; 2) Explore the functionalities, features, and best practices of each technology tool, ensuring they can confidently navigate and utilize them to support teaching and learning objectives.; 3) Explore how technology tools can be strategically integrated into lesson planning and delivery to create dynamic and interactive learning experiences that cater to diverse learning styles, preferences, and abilities; 4) Explore innovative pedagogical approaches and instructional strategies that leverage technology tools to promote active learning, critical thinking, problem-solving skills, and digital literacy among students; 5) Explore technology tools for formative and summative assessment, data-driven decision-making, and providing timely feedback to students to support their academic progress and growth; 6) Explore digital citizenship, responsible use of technology, and ethical considerations in the integration of technology tools into teaching and learning activities; 7) Share best practices, lesson ideas, and success stories related to the effective integration of technology tools into teaching and learning.

Participants will participate in hands-on training sessions on a diverse range of technology tools, enabling educators to integrate these tools effectively into their instructional practices to enhance student engagement, facilitate personalized learning experiences, and promote academic achievement.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and lesson development.
- c. Participants will design and implement lessons utilizing technology tools that lead to increased student achievement, using data to reflect on the lesson outcomes and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-413-001 Technology Backpacks - Communication Applications

Component Title: Technology Backpacks - Communication Applications

Component Number: 3-413-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Gain proficiency in utilizing various communication applications, including websites, social media, and newsletters; 2) Develop strategies for using communications applications to enhance community engagement; 3) Enhance digital literacy skills to effectively follow best practices for data privacy and digital citizenship; 4) Evaluate the effectiveness of communication applications by analyzing data; 5) Foster a positive digital culture by modeling responsible and ethical use of communication applications and promoting digital etiquette.

Participants will complete online learning modules to familiarize themselves with various communications applications, strategies, best practices, and data-analysis. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of the technology backpack.
- c. Participants' knowledge and skills will be assessed through teacher evaluations and review of district communications.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-422-001 Student Information System

Component Title: Student Information System

Component Number: 3-422-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1. Accurately and efficiently enter student data; 2. Create and analyze reports of student data; 3. Communicate effectively and efficiently with stakeholders; 4. Navigate the student information system efficiently.

Participants will attend professional learning sessions, during which they will: 1. Navigate the student information system platform; 2. Enter student data; 3. Create a report of student data; 4. Communicate with stakeholders.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions and student information system data/reports.
- c. Changes in teacher efficacy will be measured by student information system reports for the timely input of student data, including communication logs, assignments, grades, report cards, etc.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

3-422-002 Technology Backpacks: Student Information System

Component Title: Technology Backpacks: Student Information System

Component Number: 3-422-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1. Accurately and efficiently enter student data; 2. Create and analyze reports of student data; 3. Communicate effectively and efficiently with stakeholders; 4. Navigate the student information system efficiently.

Participants will complete online learning modules, during which they will: 1. Navigate the student information system; 2. Enter student data; 3. Create a report of student data; 4. Communicate with stakeholders. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through virtual feedback and student information system data/reports.
- c. Changes in teacher efficacy will be measured by student information system reports for the timely input of student data, including communication logs, assignments, grades, report cards, etc.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

4-102-001 Florida Alternate Assessment Administration

Component Title: Florida Alternate Assessment Administration

Component Number: 4-102-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Alternate Assessment, 2) Design and enact plans to meet the needs of individual students to ensure optimal results, 3) Reflect on data and action steps to make adjustments as needed for student achievement.

Participants will: 1) Explore evidence-based instructional practices for students taking the Florida Alternate Assessment, 2) Practice administering the assessment, 3) Engage in small group collaborative discussions, and 4) Conduct data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through group discussions and activities.
- c. Participants will design and enact action steps aligned to responding to the needs of students with disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

4-102-002 Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

Component Title: Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

Component Number: 4-102-002

Inservice Points: 80

Description of Objectives and Activities to be Completed:

Participants will: 1) Identify characteristics associated with Autism Spectrum Disorders (ASD), 2) Demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, 3) increase their knowledge of formal and informal assessments used for diagnosis and instructional planning.

Participants will:

- 1) Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
- 2) Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
- 3) Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
- 4) Understand the effects of neurological differences and its impact on learning and behavior.
- 5) Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
- 6) Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
 - a) criteria for determining eligibility (medical and educational)
 - b) autism-specific instruments
 - c) instruments used to determine IQ
- 7) Describe the impact of autism on the family.
- 8) Demonstrate the ability to work effectively with parents.
- 9) Understand factors considered when determining placement and services for students with ASD.
- 10) Match levels of support to the changing needs of a student with ASD.
- 11) Reflect knowledge of growth and development in curricular planning and expectations.
- 12) Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
- 13) Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
- 14) Demonstrate an understanding of strategies for structuring the environment to promote:
 - a) opportunities to enhance communicative initiations and interactions;
 - b) opportunities for appropriate play and leisure activities;
 - c) self-regulation and self-control;
 - d) sensory-motor concerns and
 - e) direct instruction.

- 15) Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.
- 16) Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
- 17) Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
- 18) Plan and implement activities for independent functional life skills for a student with autism.
- 19) Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
- 20) Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
- 21) Describe strategies for conducting ongoing classroom-based assessments and data-based decision making for program development.
- 22) Demonstrate transfer, lifting and positioning techniques

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
- b. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
- c. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

4-106-001 Gifted Competency 1 - Nature and Needs of Students Who Are Gifted

Component Title: Gifted Competency 1 - Nature and Needs of Students Who Are Gifted

Component Number: 4-106-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Nature and Needs of Students Who Are Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. Nature and Needs of Students Who Are Gifted provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: 1) The historical foundation of gifted education; 2) The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents; 3) The process of screening and identifying students who are gifted; 4) The knowledge of issues involved with planning, developing, and implementing services for students who are gifted; 5) The essential role of collaboration to support students who are gifted and teachers.

Participants will: 1) Glean information through: Lecture, Discussion, Demonstration, Audio-visual aids, Laboratory activities (role-playing), Conferences and Seminars (with proper documentation), Distance Learning Activities (e.g. webinars); 2) Develop and implement activities that are targeted at increasing the academic achievement of students in the gifted program; and 3) Engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through an electronic platform interactively with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning. Additionally, each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other: as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up

portion of the component (implementation) may be developed by participants and component providers.

- c. Component efficacy of changing educator dispositions or practice in educational settings will be evaluated through changes in instructional or learning environment practices and changes in observed educator proficiency in implementing targeted standards or initiatives. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
- d. Component efficacy of improving student outcomes will be evaluated through results of school/teacher constructed student growth measure(s) that track student progress and observation of student performance. Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and progress monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

4-106-002 Gifted Competency 3 - Guidance and Counseling for the Gifted

Component Title: Gifted Competency 3 - Guidance and Counseling for the Gifted

Component Number: 4-106-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Guidance and Counseling for the Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. This course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students. Upon completion of the course, participants should be familiar with how to: 1) Select appropriate accommodations and modifications for students that are gifted; 2) Outline the development of guidance and counseling protocols for students that are gifted; 3) Recognize the importance of applied behavior analysis in order to better support student success; 4) Distinguish the characteristics of positive behavior supports for effective instruction of students that are gifted; 5) Define methods used to evaluate student progress and program effectiveness; 6) Analyze and utilize evaluated data when redesigning programs; 7) Utilize data, identify areas of growth and determine effective changes for how to counsel students that are gifted.

Participants will: 1) Glean information through: Lecture, Discussion, Demonstration, Audio-visual aids, Laboratory activities (role-playing), Conferences and Seminars (with proper documentation), Distance Learning Activities (e.g. webinars); 2) Develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program; and 3) Engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through an electronic platform interactively with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning. Additionally, each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up

portion of the component (implementation) may be developed by participants and component providers.

- c. Component efficacy of changing educator dispositions or practice in educational settings will be evaluated through changes in instructional or learning environment practices and changes in observed educator proficiency in implementing targeted standards or initiatives. Additionally, participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
- d. Component efficacy of improving student outcomes will be evaluated through results of school/teacher constructed student growth measure(s) that track student progress and observation of student performance. Additionally, periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

4-401-001 Data Analysis for Administrators

Component Title: Data Analysis for Administrators

Component Number: 4-401-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their skills in interpretation of Florida Assessment of Student Thinking (FAST) results, 2) Be able to find, disaggregate, and evaluate data within the Florida Reporting System, 3) Be able to create actionable steps for applying FAST results, 4) Reflect on data and action steps to make adjustments as needed to achieve school improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices, 2) Small group collaborative discussions, 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions and action step development.
- c. Participants will design and enact action steps that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

4-415-001 MTSS Training for Elementary and Secondary Intervention Team Facilitators and MTSS Lead Administrators

Component Title: MTSS Training for Elementary and Secondary Intervention Team Facilitators and MTSS Lead Administrators

Component Number: 4-415-001

Inservice Points: 10

Description of Objectives and Activities to be Completed:

Participants (School Based MTSS Problem Solving Teams composed of MTSS Lead Administrators and Intervention Team Facilitators) will engage in professional development on the evidence based system of a Multi-Tiered System of Supports (MTSS) through one 7-hour professional learning session and one 3-hour professional learning session, totaling 10 hours. The 7 hours of training will be focused on (1 Current CCDS MTSS goals, (2 MTSS procedures and processes, (3 Establishing, developing, and improving a fully functioning problem solving team at each school site, and (4 Overview of MTSS platform. The optional follow up session of 3 hours will focus on Tier 1 Problem Solving and Early Identification of needs, including students identified with potential substantial deficiency. The professional learning opportunity is specifically geared towards MTSS Lead Administrators, Intervention Team Facilitators, and other administrative designees.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the RtI problem solving process, which involves following a structured process for identifying and addressing barriers to student achievement across tiers of instruction within a multi-tiered system of supports (MTSS).
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

4-415-002 MTSS: Data Based Decision Making at Tiers 2 and 3

Component Number: 4-415-002

Inservice Points: 9

Description of Objectives and Activities to be Completed:

Participants (MTSS Lead Administrators, Intervention Team Facilitators, and other instructional personnel will engage in professional learning focusing on (1 the processes and procedures that comprise a student’s academic intervention portfolio, (2 the processes and procedures that comprise a student’s behavioral intervention portfolio, (3 navigating parent requests for evaluation, and 4) the components that can constitute a comprehensive evaluation in three 3-hour learning sessions.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the RtI problem solving process, which involves following a structured process for identifying and addressing barriers to student achievement across tiers of instruction within a multi-tiered system of supports (MTSS).
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

4-417-001 School Counselor Professional Learning

Component Title: School Counselor Professional Learning

Component Number: 4-417-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will develop their knowledge and skills in the Florida School Counseling Standards, including: 1) Professional, Legal, and Ethical Expectations: School counselors act ethically and according to professional standards to promote the academic success and well-being of all students; 2) Data-Driven Planning: Effective school counselors utilize resources including available school data to guide decision making and counseling services; 3) School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students; 4) Consultation, Collaboration, and Coordination: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students. Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students; 5) Academic Advising and Planning: Effective school counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students; 6) Career Development and Postsecondary Planning: Effective school counselors provide opportunities for all students to develop the behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based school counseling practices, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida School Counseling Standards, CCDS Instructional Vision, and CCDS School Counseling District Plan that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school counseling goals.
- d. Student achievement will increase as evidenced by climate survey data, discipline data, and attendance data.

4-512-001 Introduction to Inquiry Badge (UNF)

Component Title: Introduction to Inquiry Badge (UNF)

Component Number: 4-512-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in Inquiry, 2) Be introduced to the cycle of inquiry 3) Explore how inquiry can serve as a powerful individualized form of professional learning, 4) Identify problems of practice and potential data sources to inform practice 5) Plan for an inquiry cycle to improve teaching pedagogy and student learning

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of impact on teacher and student engagement, motivation and academic success, 2) video examples of the Inquiry in action, 3) develop a problem of practice and a data collection plan to improve practice, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants inquiry practices will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

5-404-001 Classroom Management Notebooks

Component Title: Classroom Management Notebooks

Component Number: 5-404-001

Inservice Points: 3

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS): The Learning Environment, 2) Be introduced to the Florida Model for Positive Behavioral Supports and Interventions 3) Consider the organization and structures needed for a positive learning environment, 4) Monitor the teacher actions associated with positive classroom management, 5) Develop and enact a classroom management plan.

Participants will participate in a series of self-paced learning session to include the following: 1) Exploration of impact of management on academics, 2) Video examples of the structures, rituals and routines in action, 3) Conduct a self-audit of current practices, 4) Access bank of additional resources and/or facilitator for additional support.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be self-assessed in the management audit and additional course feedback which seeks participant evaluation of impact of course.
- c. Participants positive management practices will increase as evidenced by district walkthrough dashboard of classroom informal observations
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

5-404-004 Facilitating the Learning Environment

Component Title: Facilitating the Learning Environment (CCEA)

Component Number: 5-404-004

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Use evidence-based strategies to develop their knowledge and skills of a physically and psychologically safe learning environment where students feel connected and valued and are supported in developing prosocial behaviors, 2) examine evidence-based strategies for setting community norms, teaching rules and procedures and using a multi-tiered approach to responding to challenging behavior beginning with co-regulation and skill development, 3) reflect on classroom behavior data and make adjustments as needed to achieve a safe learning environment.

Participants will participate in virtual sessions to include the following: 1) Exploration of evidence-based intentional planning for the physical arrangement of the learning space, 2) exploration of ways to orchestrate the learning environment and emotional climate with students by co-creating and identifying norms, rules and procedures, 3) reviewing protocols and practices for responding to behavior in a manner that leads to skill development.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.

Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action planning for classroom application.

Participants will design and enact classroom application steps aligned to create a safe and welcoming learning environment.

Students will develop academic behaviors to successfully navigate the school day.

6-103-001 Safe Crisis Management

Component Title: Safe Crisis Management

Component Number: 6-103-001

Inservice Points: 18

Description of Objectives and Activities to be Completed:

The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools at all levels. It will enable participants to recognize and utilize effective de-escalation strategies for controlling crisis situations.

Upon successful completion of the component, all participants will be able to implement research-based de-escalation strategies that will create a safe learning environment. Participants will also be able to recognize and evaluate student behavior and apply safe crisis management strategies.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component, activities, and component objectives.
- b. Participants' knowledge and skills will be assessed in the form of a pre and post test as well as a skill out at the end of the course.
- c. Participants will become familiar with, use and/or teach Safe Crisis Management concepts and techniques such as holding techniques, safe zone, pivot, balance, and parry.
- d. Student behaviors will de-escalate in crisis situations with the use of these strategies.

6-404-001 Culture of Learning

Component Title: Culture of Learning

Component Number: 6-404-001

Inservice Points: 120 points maximum

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop an understanding of the importance of and strategies for developing a class culture that integrates life skills, resiliency characteristics and character traits to improve student learning and behavior, 2) Gain a broader understanding of equitable practices that impact student learning and access, 3) Recognize and implement best practices in reducing barriers that interfere with the academic achievement of students including trauma informed care and de escalation techniques.

Participants will participate in multiple sessions to include exploration of classroom culture building, recognizing and responding to student behavior, case study evaluation and modeling best practices.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will develop classroom management and relationship building strategies aligned to the CCDS Instructional Vision and Florida Educator Accomplished Practices that lead to increased student engagement and achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

6-404-002 Dean Professional Learning

Component Title: Dean Professional Learning

Component Number: 6-404-002

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Vision and Mission of CCDS and One Clay Culture: Professional and Ethical Norms; School Operations, Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; and Meaningful Parent, Family, and Community Engagement, 2) Partner with school based administration to design and enact school-based action steps aligned to the CCDS Instructional Vision, the One Clay Culture and School Improvement Plans, 3) Reflect on data and action steps to assist school based administration to make adjustments as needed to achieve school improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of strategies to improve the climate and culture of their schools and instructional practices. 2) Small group collaborative discussions, 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

a. Address the specific objectives;

b. Component efficacy of increasing educator knowledge and skill;

c. Component efficacy of changing educator dispositions or practice in educational settings and

d. Component efficacy of improving student outcomes

Component Evaluation Criteria - Detail component effectiveness on:

a. Address the specific objectives;

b. Component efficacy of increasing school climate and culture;

c. Component efficacy of changing educator dispositions or practice in educational settings and

d. Component efficacy of decreasing office discipline referrals

Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.

Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.

Participants will design and enact action steps aligned to the One Clay Culture, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.

Student achievement will increase as evidenced by state, district, and/or school-based state reported data regarding SESIR and Student Discipline Resultant Action and Attendance.

6-404-003 Culture of Learning Notebooks

Component Title: Culture of Learning Notebooks

Component Number: 6-404-003

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop an understanding of the importance of and strategies for developing a class culture that integrates life skills, resiliency characteristics and character traits to improve student learning and behavior, 2) Gain a broader understanding of equitable practices that impact student learning and access, 3) Recognize and implement best practices in reducing barriers that interfere with the academic achievement of students including trauma informed care and de escalation techniques.

Participants will participate in a series of self-paced learning session to include classroom culture building, recognizing and responding to student behavior, case study evaluation and modeling best practices.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be self-assessed in the management audit and additional course feedback which seeks participant evaluation of impact of course.
- c. Participants positive management practices will increase as evidenced by district walkthrough dashboard of classroom informal observations
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

6-409-001 Youth Mental Health First Aid

Component Title: Youth Mental Health First Aid

Component Number: 6-409-001

Inservice Points: 8

Description of Objectives and Activities to be Completed:

Youth Mental Health First Aid (YMHFA) teaches staff: 1) To recognize the signs and symptoms of mental illness and substance use disorders in youth; 2) How to identify if a youth is experiencing a mental health challenge or crisis; 3) The skills needed in a five step plan to reach out to the youth, provide initial encouragement and support to the youth and help connect them with professionals or needed care.

Participants will engage in a one day workshop to include the following: 1) Identify risk factors based on frequency, duration and intensity of behaviors observed; 2) Recognize signs and symptoms of potential mental health or substance abuse problems and when to reach out for help; 3) Practice how to listen non-judgmentally and give reassurance to the person experiencing a potential mental health or substance abuse problem; 4) Engage in scenario based dialogues to implement the ALGEE action steps with youth in crisis and non-crisis situations.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participating in and implementing Youth Mental Health First Aid (YMHFA) strategies with students and adults to enhance mental health and safety while reducing risk. To provide adults with skills to use a 5-step action plan to help a youth who may be facing a mental health problem or crisis, such as suicide. To reduce the stigmas for people with Mental Illness. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parents/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
- d. As a result of this training, all students will feel more connected to school and comfortable talking about mental health issues in school.

6-414-001 Basic Life Saving (ESE)

Component Title: Basic Life Saving (ESE)

Component Number: 6-414-001

Inservice Points: 3

Description of Objectives and Activities to be Completed:

This component is designed to train participants on adult and pediatric CPR (Cardiopulmonary Resuscitation), choking, bleeding control, bandaging, splinting, trauma & medical emergencies, shock, burn care, safety, and accessing 9-1-1 services. Also included is an introduction to AEDs (Automatic External Defibrillator). This component trains the first aid provider/lay person responder what to do until EMS (Emergency Medical Service) arrives. This is a certification course which will require continuing education and recurrent training as required.

Participants will: 1) Gain knowledge on how to identify Sudden Cardiac Arrest (SCA) and how to respond to SCA with the application of Cardiopulmonary Resuscitation (CPR), use of an AED, and use of the Heimlich maneuver to clear obstructed airway in choking; 2) Gain knowledge of the curriculum and concepts necessary to successfully teach basic life support/CPR as prescribed by the American Heart Association or American Red Cross; 3) Gain knowledge on how to identify and react to basic life saving functions; clearing an airway, artificial breathing, artificial circulations, controlling the loss of blood flow, poisons, and trauma shock; 4) Demonstrate CPR and FBAO (Foreign Body Airway Obstruction) skills for evaluation according to standards established by the American Heart Association and the American Red Cross; 5) Demonstrate knowledge of the specific hands-on procedures needed to teach the actual administration of CPR to individuals; 6) Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%.
- b. Participants will successfully complete all evaluation criteria to become certified by the American Heart Association or the American Red Cross.
- c. Participants will engage in study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job.
- d. Tracking improvements in student learning growth supported by this professional learning.

7-409-001 Clinical Educator Training

Component Title: Clinical Educator Training

Component Number: 7-409-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in; the Florida Educator Accomplished Practices (FEAP); adult learning; development of teacher capacity; the Florida Educational Leadership Standards (FELS); 2) Employ knowledge of growth mindset as a foundation for their guidance and support; 3) Identify and evaluate methods for observation and data collection; 4) Demonstrate the ability to deal with interpersonal processes, such as collaboration, conflict management, problem solving and decision making that accompany change efforts.

Participants will participate in this course as a prerequisite for mentoring, clinical supervision, or school based leadership. Activities include the following: 1) Exploration of evidence-based coaching and instructional practices; 2) Small group collaborative discussions; 3) Role play and scenario based collaborative problem solving; 4) Data review and feedback planning; 5) Purposeful questioning and reflection; 6) Modeling of planning processes and instructional strategies.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and role play of coaching conversations.
- c. Participants will reflect on their areas of strength and opportunities for development of their ongoing professional learning as mentors and leaders. When assigned a mentorship or supervision role participants will apply their learning to weekly collaboration with a partner which includes goal setting, co-facilitation, modeling, observation, feedback and support.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

7-409-002 Mentorship

Component Title: Mentorship

Component Number: 7-409-002

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS); 2) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS); 3) Build capacity for collaboration with adult learners; 4) Design and enact mentoring action steps aligned to the FEAPS/FELS, the CCDS Instructional Vision, and Teacher Learning Targets/School Improvement Plans; 5) Reflect on data and action steps to make adjustments as needed to best support mentee.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of adult learning theory, research-based instructional practices, coaching frameworks, planning and pedagogy; 2) Utilize FEAPS/FELS to govern goal setting and areas of focus with developing teachers; 3) Plan and practice data collection and analysis; 4) Plan and practice low inference observation and objective targeted feedback, focused on data, that supports aligned next action steps; 5) Engage in collaborative discussions, role play, problem solving, and conflict management practice; 6) Use of protocols and engagement structures which may be utilized with mentee or for modeling/facilitation with students.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will maintain logs of their collaboration with mentees that demonstrate continuous professional growth, use of data to reflect on the student and teacher needs, make adjustments as needed to reach teacher competency with FEAPs/FELs for increased student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

7-409-003 Mentorship Notebooks

Component Title: Mentorship Notebooks

Component Number: 7-409-003

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS); 2) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS); 3) Build capacity for collaboration with adult learners; 4) Design and enact mentoring action steps aligned to the FEAPS/FELS, the CCDS Instructional Vision, and Teacher Learning Targets/School Improvement Plans; 5) Reflect on data and action steps to make adjustments as needed to best support mentee.

Participants will participate in a series of self-paced learning session to include the following: 1) Exploration of adult learning theory, research-based instructional practices, coaching frameworks, planning and pedagogy 2) Video examples of coaching practices in action, 3) Conduct a self-audit of current practices, 4) Access bank of additional resources and/or facilitator for additional support.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be self-assessed in the current practices audit and additional course feedback which seeks participant evaluation of impact of course.
- c. Participants mentorship capacity will increase as evidenced by mentorship logs and mentee evaluation surveys within their assigned programs.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

7-414-001 Basic Life Saving Training

Component Title: Basic Life Saving Training

Component Number: 7-414-001

Inservice Points: 3

Description of Objectives and Activities to be Completed:

This component is designed to train participants on adult and pediatric CPR (Cardiopulmonary Resuscitation), choking, bleeding control, bandaging, splinting, trauma & medical emergencies, shock, burn care, safety, and accessing 9-1-1 services. Also included is an introduction to AEDs (Automatic External Defibrillator). This component trains the first aid provider/lay person responder what to do until EMS (Emergency Medical Service) arrives. This is a certification course which will require continuing education and recurrent training as required.

Participants will: 1) Gain knowledge on how to identify Sudden Cardiac Arrest (SCA) and how to respond to SCA with the application of Cardiopulmonary Resuscitation (CPR), use of an AED, and use of the Heimlich maneuver to clear obstructed airway in choking; 2) Gain knowledge of the curriculum and concepts necessary to successfully teach basic life support/CPR as prescribed by the American Heart Association or American Red Cross; 3) Gain knowledge on how to identify and react to basic life saving functions; clearing an airway, artificial breathing, artificial circulations, controlling the loss of blood flow, poisons, and trauma shock; 4) Demonstrate CPR and FBAO (Foreign Body Airway Obstruction) skills for evaluation according to standards established by the American Heart Association and the American Red Cross; 5) Demonstrate knowledge of the specific hands-on procedures needed to teach the actual administration of CPR to individuals; 6) Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%.
- b. Participants will successfully complete all evaluation criteria to become certified by the American Heart Association or the American Red Cross.
- c. Participants will engage in study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job.
- d. Tracking improvements in student learning growth supported by this professional learning.

7-507-001 Athletic Leadership Best Practices

Component Title: Athletic Leadership Best Practices

Component Number: 7-507-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

This component will improve knowledge of athletic coaches and athletic directors through the use of effective PLC style meetings along with direct instruction of best practices in the field of athletic leadership.

Participants will gain knowledge of: 1) Athletic leadership best practices; 2) Team and school branding and marketing; 3) Effective social media implementation; 4) How to build revenue streams for team/department; 5) Best practices in positive coaching; 6) Community relations; 7) Effective facility management; 8) Game management; 9) Conflict resolution skills; 10) Coaching retention and recruitment practices.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Coach participants will have opportunities to model, observe implementation and provide guided feedback to the teacher participants throughout the project. Each participant will have opportunities to share and gain deeper knowledge as it pertains to athletic leadership best practices in interscholastic athletics.
- b. Participants will actively participate in group meetings and discussions, including but not limited to group share out/presentations.
- c. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.
- d. Participants will use the data gathered as part of the Professional Learning Community designed to increase leadership capacity in the area of interscholastic athletics.

7-513-001 Leading School Operations

Component Title: Leading School Operations

Component Number: 7-513-001

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations; Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Collaborate with school and district leaders to build expertise in identified areas related to daily school operations.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices through case studies and scenario discussions, 2) Small group collaborative discussions, and 3) School-based action planning and reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussion, activity artifacts, and implementation of the statute/policy.
- c. Participants will design action steps around the particular area of operation and make adjustments to policies, procedures, and/or processes that ensure that the school is operating within statute.
- d. Student achievement will increase as evidenced by state, district, and/or school based assessments.

7-517-001 School Leader Professional Learning

Component Title: School Leader Professional Learning

Component Number: 7-517-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations, Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Design and enact school-based action steps aligned to the FELS, the CCDS Instructional Vision, and School Improvement Plans; 3) Reflect on data and action steps to make adjustments as needed to achieve school improvement measurable outcomes.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning; 4) School-based classroom walkthroughs with facilitated debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the FELS, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

7-517-002 Aspiring Assistant Principal Program

Component Title: Aspiring Assistant Principal Program

Component Number: 7-517-002

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations; Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Engage in action learning to on a significant leadership behavior to try out strategies and make reflections on the impact; 3) Collaborate with other aspiring assistant principals, assistant principals, and staff for opportunities to expand knowledge.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices through case studies and scenario discussions, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussion, activity artifacts, action learning project, and independent assignment submissions.
- c. Participants will utilize acquired information to make action steps and then reflect upon the impact in their schools.
- d. Student achievement will increase as evidenced by state, district, and/or school based assessments.

7-517-003 School Principal Certification Program

Component Title: School Principal Certification Program

Component Number: 7-517-003

Inservice Points: 42

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations; Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Engage in action learning around a problem of practice to try out strategies and make reflections on the impact; 3) Collaborate with other principals and district staff for opportunities to expand knowledge and leadership skills; 4) Partner with a mentor principal to focus on content and evidence-based practices and individual needs; 5) Engage in field experiences to apply knowledge and skills.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices through case studies and scenario discussions, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

a. Address the specific objectives;

b. Component efficacy of increasing educator knowledge and skill;

c. Component efficacy of changing educator dispositions or practice in educational settings and

d. Component efficacy of improving student outcomes

a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.

b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussion, activity artifacts, action learning project, field experience reflections, mentor experiences and assignments, and independent assignment submissions.

c. Participants will implement practices and knowledge in their daily roles as assistant principals, using data to make adjustments to their work in order to achieve school improvement measurable outcomes.

d. Student achievement will increase as evidenced by state, district, and/or school based assessments.

7-517-004 National Institute for School Leadership

Component Title: National Institute for School Leadership

Component Number: 7-517-004

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations; Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Reflect on current practices and data to determine action steps; 3) Utilize the NCEE curriculum, school improvement goals, and data to enhance leadership opportunities and experiences; 4) Collaborate with other school and district leaders to try out new strategies and engage in authentic leadership experiences.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices through case studies and scenario discussions, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussion, activity artifacts, and independent projects and assignments.
- c. Participants will design and enact action steps that are aligned to the FELS, instructional vision, and school improvement plan to reflect on these and make adjustments as needed to goals.
- d. Student achievement will increase as evidenced by state, district, and/or school based assessments.

7-518-001 Novice/Mentor School Leader Program

Component Title: Novice/Mentor School Leader Program

Component Number: 7-518-001

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations; Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Utilize mentor leaders for coaching and expert support to share expertise about content and evidence-based practices; 3) Provide opportunities for school-based administrators to reflect, receive input, and make changes to practice.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices through case studies and scenario discussions, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussion, activity artifacts, and daily performance as an administrator.
- c. Participants will enact their learning aligned to the FELS and make adjustments to their daily practice and strategies in order to achieve the school/district vision and school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school based assessments.

8-005-001 Food Services

Component Title: Food Services

Component Number: 8-005-001

Inservice Points: 0

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge of food safety and sanitation practices; 2) Learn the safe use of equipment and how to ensure a safe working environment; 3) Identify discrimination and sensitivity awareness through Civil Rights training; 4) Identify effective practices of conflict management and resolution; 5) Learn the required compliance components of school meals to receive Federal reimbursement; 6) Learn compliance components of school meals to ensure guidelines outlined by the Florida Department of Agriculture and Consumer Services, USDA, and the local health department.

Participants will participate in multiple sessions each school year to include the following: 1) Online training videos; 2) In person trainings; 3) Small group collaborative discussions; 4) Ongoing, onsite corrective action and feedback.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will demonstrate knowledge of training objectives by applying what they have learned in their working environment.
- b. Participants' knowledge and skills will be assessed during each session through the monitoring of discussions and hands-on interaction.
- c. Student/ staff breakfast and lunch programs will be conducted in an environment that is sanitary, safe and in compliance with Federal policies and procedures.
- d. N/A

8-007-408 Adult and Community Education Professional Learning

Component Title: Adult and Community Education Professional Learning

Component Number: 8-007-408

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop an understanding of the ELP Standards and the four targeted areas 2) Consider the organization and structures needed for a manageable positive learning environment 3) Reflect on data and action steps to make adjustments as needed to achieve school/program improvement goals. 4) Collaboratively/Cross-Curricular plan instruction utilizing curriculum guides, resources, and materials 5) be able to take action steps to make adjustments as needed to achieve school improvement/program goals 6) able to develop learning tasks and activities that will allow for increased student engagement

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

a. Address the specific objectives-

Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.

b. Component efficacy of increasing educator knowledge and skill

Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.

C. Component efficacy of changing educator dispositions or practice in educational settings

Participants will design and enact action steps aligned to CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school/program improvement goals.

D. Component efficacy of improving student outcomes

Student achievement will increase as evidenced by state, district, and/or school-based assessments

8-103-001 Program Updates Varying Exceptionalities - Procedural

Component Title: Program Updates Varying Exceptionalities - Procedural

Component Number: 8-103-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in compliance with IDEA, State Statute, the CCDS ESE Admissions and Placement Manual; and the FEAP; 2) Design and enact personal action steps aligned to IDEA, FEAP, State Statute, and CCDS policy; 3) Reflect on data and action steps to make adjustments as needed to achieve compliance with Federal, State, and District laws and policies.

Participants may participate in multiple sessions each school year to include the following: 1) Exploration of the impact of law and policy on ESE programs; 2) Small group collaborative discussions; 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact personal action steps aligned to the FEAPS, IDEA, CCDS ESE A&P Manual, and CCDS policy and that lead to educator compliance and improved student outcomes.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

8-103-002 Individualized Education Plan

Component Title: Individualized Education Plan

Component Number: 8-103-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will develop their knowledge of federal guidelines, district procedures, and best practices related to the development, implementation and monitoring of Individualized Education Plans.

Participants will have the opportunity to participate in multiple sessions throughout the school year to include the following: 1) Exploration of federal laws; 2) Small group collaborative discussions; 3) Data review and action planning for Individualized Education Plans; and 4) Facilitated IEP debriefs.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to supporting students with Individualized Education Plans.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments, as well as through progress towards individualized IEP goals.

8-410-001 Virtual Ethics Training for Instructional Personnel

Component Title: Virtual Ethics Training for Instructional Personnel

Component Number: 8-410-001

Inservice Points: 15

Description of Objectives and Activities to be Completed:

Florida certified educators are held to standards of conduct which are outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guidelines professional educators and the public can and should expect from educators. This training addresses all components of Rule 6A10.081 and F.S. 1012.795.

Participants will complete 4 hours of asynchronous online readings, videos, and quizzes related to the Professional Educators Code of Ethics. Each participant will gain deeper knowledge pertaining to upholding their ethical obligation to students, the public, and the profession.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives
- b. Participants' knowledge and skills will be assessed during the session through periodic checkpoints consisting of questions related to the objectives.
- c. Participants will gain exposure to scenarios thereby increasing the participant's awareness of their obligation to their students, the profession, and the public.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

8-413-001 Family Involvement

Component Title: Family Involvement

Component Number: 8-413-001

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Identify and implement research-based practices to enhance student learning through family involvement; 2) Identify and implement best practices for collaborative conversations with families focused on problem-solving and developing positive relationships; 3) Create family communication routines and materials for on-going communication and support between school and home; 4) Demonstrate competencies for a variety of culturally appropriate communication styles.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of communication methods, techniques and best practices; 2) Small group collaborative discussions; 3) Role playing to practice using new skills; and 4) Action planning for implementation of strategies.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and develop action steps to implement a positive family engagement plan
- d. Student achievement will increase as evidenced by student engagement, attendance, and mastery of standards

8-419-001 Section 504 Coordinator Professional Learning

Component Title: Section 504 Coordinator Professional Learning

Component Number: 8-419-001

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will develop their knowledge of federal guidelines, district procedures, and best practices related to the development, implementation and monitoring of Section 504 plans.

Participants will have the opportunity to participate in multiple sessions throughout the school year to include the following: 1) Exploration of federal laws and state guidelines; 2) Small group collaborative discussions; 3) Data review and action planning for implementation of Section 504 plans.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to supporting students with Section 504 plans.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

8-506-001 Support Services Professional Learning

Component Title: Support Services Professional Learning

Component Number: 8-506-001

Inservice Points: 0

Description of Objectives and Activities to be Completed:

Participants will: 1) Increase the quality of their work area by increasing knowledge of troubleshooting techniques, test procedures, and leadership techniques; 2) increase effectiveness by maintaining safe work practices and procedures; 3) Stay up-to-date with current technology evident in each respective trade; 4) Perform more efficiently and effectively in support of the district's goals; 5) Acquire skills in achieving a positive learning environment for all students.

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Participants will interact with visual learning aids to support learning objectives.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the course objectives to be implemented in their context.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments as

8-515-001 Transportation Services Training

Component Title: Transportation Services Training

Component Number: 8-515-001

Inservice Points: 0

Description of Objectives and Activities to be Completed:

Participants will: 1) increase the quality of their work area by increasing knowledge of school bus transportation laws and regulations, 2) increase effectiveness by maintaining safe work practices and procedures, 3) become proficient in the skills required to conduct their daily job (Bus Drivers - road skill training course, Bus Monitors - skills lab, etc.), 4) perform more efficiently and effectively in support of the district's goals related to pupil transportation, 5) achieve or maintain certification and/or licensure as defined in the specific objective, and 6) acquire skills in achieving a positive learning environment for all students

Participants will participate in sessions to include the following: 1) Online training videos; 2) In person trainings; 3) Small group collaborative discussions; 4) Ongoing, onsite corrective action and feedback.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will demonstrate knowledge of training objectives by applying what they have learned in their working environment.
- b. Participants' knowledge and skills will be assessed during each session through the monitoring of discussions and hands-on interaction.
- c. Student transportation will be conducted in an environment that is safe, positive, and in compliance with Federal policies and procedures.
- d. N/A

9 -100-004 Program Updates for Varying Exceptions - Instructional/Behavioral

Component Title: Program Updates for Varying Exceptions - Instructional/Behavioral

Component Number: 9 -100-004

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in High Leverage Practices for Students With Disabilities: Professional and Ethical Norms; District Vision; Classroom Management and Safety; Student Learning; Learning Environment; and Meaningful Parent, and Family Engagement; 2) Plan and create action steps for the implementation of evidence-based practices that promote student achievement; 3) Utilize data to progress monitor and make adjustments as needed to support students in achieving IEP goals.

Participants will participate in program-focused session(s) each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and implementation plan development.
- c. Participants will plan for instruction, positive behavior supports, and positive classroom climate aligned to the CCDS Instructional Vision, and program guidance that lead to increased student achievement, using data to reflect on instructional decisions and make adjustments as needed to achieve students' IEP goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

9-010-001 Supporting Diverse Learners in the Primary Music Classroom

Component Title: Supporting Diverse Learners in the Primary Music Classroom

Component Number: 9-010-001

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Music Standards: Critical Thinking and Reflection; Skills, Techniques, and Processes; Organizational Structure; Historical and Global Connections; and Innovation, Technology, and the Future, and how to engage a diverse student classroom in these standards; 2) Design and enact action steps aligned to the FL Music Standards, the CCDS Instructional Vision, and Fine Arts Curriculum; 3) Develop effective instructional strategies for a diverse student classroom; 4) Reflect on data and action steps to make adjustments as needed to achieve goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning; 4) Facilitated reflection and debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida Music Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments."

9-011-001 Learning through Physical Education

Component Title: Learning through Physical Education

Component Number: 9-011-001

Inservice Points: 6

Description of Objectives and Activities to be Completed:

Participants will: 1) Deepen knowledge of instruction and effective practices in teaching physical education to students; 2) Design and enact action steps aligned to the CCDS Instructional Vision; 3) Reflect on data and action steps to make adjustments as needed to achieve improvement goals.

Participants will participate in learning sessions each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by teacher collected quantitative and/or qualitative assessments such as observation, anecdotal notes, etc.

9-100-001 Collaborative Scheduling, Planning, and Teaching

Component Title: Collaborative Scheduling, Planning, and Teaching

Component Number: 9-100-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the areas of collaborative teaching by designing and implementing a collaborative schedule that is inclusive to all students, 2) Reflect on student data to make adjustments as needed during collaborative planning, and 3) Review effective collaborative teaching models to implement in the classroom for student success.

Participants will have the opportunity to participate in multiple sessions each school year to include the following: 1) Review collaborative schedules to support inclusive practices, 2) Exploration of evidence-based collaborative teaching practices, 3) Small group collaborative discussions, and 4) Reflect on student data and collaborative lesson planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to collaborative teaching practices and the CCDS Instructional Vision that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to ensure student growth.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

9-517-001 OneClay Leadership Academy

Component Title: OneClay Leadership Academy

Component Number: 9-517-001

Inservice Points: 40

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills of teacher leadership practices to lead learning teams towards increased student success; 2) Design and enact action steps using inquiry processes such as 4 Critical PLC questions, Collaborative Team Actions, the CCDS Instructional Vision, and School Improvement Plans; 3) Reflect on data and action steps to make adjustments as needed to achieve improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the 4 Critical PLC questions, Collaborative Team Actions, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

9-700-001 ESOL: Leading & Supporting ESOL Instruction (Admin)

Component Title: ESOL: Leading & Supporting ESOL Instruction (Admin)

Component Number: 9-700-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop skill of leading for diversity and creating a climate of inclusiveness for English Language Learners; 2) Develop understanding of shared responsibility and capacity building for English Language Learners; 3) Design and enact school-based action steps aligned to the FELS, the CCDS Instructional Vision, and School Improvement Plans; 4) Reflect on data and action steps to make adjustments as needed to achieve school improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices and English Language Development; 2) Small group collaborative discussions; 3) Data review and action planning; 4) School-based classroom walkthroughs with facilitated debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and comprehensible instructional practices.
- c. Participants will design and enact action steps aligned to the FELS, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement for English Language Learners, using data to reflect on the action steps and make adjustments as needed to increase ELLs' achievement .
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments